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CONSTRUCTIVE STUDIES

THE CHRISTIAN WAY

TEACHER'S MANUAL

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THE CHRISTIAN WAY

TEACHER'S MANUAL

By J. MARIE LEBERMAN

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Stories by E. MAY MUNSELL, and
Songs by BLANCHE D. SPRINGER



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PREFACE

This curriculum is the outgrowth of the writer's experience as a teacher in the Week-Day School of Religion, Gary, Indiana, and work in research courses in religious education in the University of Chicago. It has been subjected to experimentation in vacation church schools conducted under the auspices of the Chicago Council of Religious Education during the summer of 1928.

During the six years spent in the Gary Schools of Religion I was permitted to do experimental work for the purpose of discovering the best methods and materials to be used in religious education. For this privilege, I am greatly indebted to Miss Mary E. Abernethy, superintendent of the Schools of Religion.

I wish to express my deep appreciation to Professor W. C. Bower, of the University of Chicago, whose inspiration, encouragement, and sympathetic understanding have made this book possible. His constructive criticism has aided greatly in the working out of this curriculum.

Thanks are due also to the members of the research classes in religious education of the University of Chicago for the suggestions which they have given.

I also thank Dean Margaret Taylor, of the Congregational Training School of the Chicago Theological Seminary, Mrs. Norman Erb, Dr. H. H. Hough, Dr. Erwin L. Shaver, and Dr. Norman E. Barr for their encouragement and for the inspiration which they have been to me.

J. MARIE LEBERMAN

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INTRODUCTION

PURPOSE

The developed units in this book are planned for the primary department, grades 1, 2, and 3 of a vacation church school. Its purpose is to serve as a *guide* for teachers to help growing persons of the primary-age level to feel such problems, which they face in their experience of life, as may be appropriately dealt with in the vacation church school, and to interpret and master them in a Christian way. It is not possible to set up an experience-centered curriculum which may be followed rigidly by the teacher. The situations which the children meet, the problems as stated by them, and the activities which grow out of their own experiences may be different from those given in the developed units in this book. They are only suggestions to each teacher to help her develop plans which will meet the developing needs of her group.

DEFINITION OF TERMS

An *area* is used to designate a fundamental relationship involved in human living, within which situations to be interpreted, enriched, and controlled arise.

Research has shown that a large percentage of the situations which the primary child faces arise within the following six areas: in the home, in the school, in the community, in play-life, in contact with the world of nature, and in relation to other peoples. It is to be understood by the teacher that these areas of human relationships overlap and interweave so that situations which

arise in one area relate immediately and directly to situations in another area, thus picturing life as it is, moving onward from one experience to another.

A *unit* is a complete experience arising in a situation and running through a completed response. In this curriculum each unit is stated in terms of the problem involved in the situation. The problems have been stated in the terms of the child's experience and have been discovered through research as problems faced by the primary child.

An *experience* is an event with meaning and significance for a person and conforms to the situation bond-response pattern.

Under analysis experience breaks up into three primary factors. . . . By situation the psychologist means more or less definitely organized set of stimuli that are capable of evoking a response from persons. . . . The second factor in the experience is the response which the person makes to the situations he encounters. . . . The third factor in experience is the bond that unites the situation and the response into one continuous process which may be designated as the unit of behavior.¹

Possible outcomes are the various ways of responding to a situation. These various ways should be discussed by the group in order to determine the *chosen outcome* which is the chosen result in responding to situations. It is designed that the learner with the teacher should be led to discover what is the Christian outcome in a given concrete situation. When the outcome has been discovered, it may be identified and accepted by the child as a desirable outcome for all similar situations and through generalization and reduction to habit may be

¹ W. C. Bower, *The Curriculum of Religious Education*, pp. 82-83, 85.

established as a desirable and permanent quality of Christian character.

RELATION OF TEACHER TO LEARNER

The teacher is a guide and a co-operative, responsible member of the group. Both the teacher and the learner will contribute to the mastery of a situation, each one recognizing that the other may have some valuable suggestion to offer.

STEPS IN THE TEACHING PROCESS

Religion enters into each one of the steps of the teaching process. The analysis of the situation, the solving of it, the choice of the outcome, and the mastery of it should be in the light of Christian ideals and principles. Through nature, the learner should be led to discover and to know God as a kind and loving Father. He should be led to appreciate the finer forms of art, music, literature, amusements, and other things of life. In this way, he may be lifted from one level of life to another and be led to desire to organize his life about a set of Christian values that are in process of being transmuted into a purpose.

Since the steps in the teaching process interweave, each step should not be thought of as separate from the other steps. Analyzing the situation for possible outcomes, evaluation, and choice of outcome, appreciation, generalization, and stabilization may begin when searching the past experiences of the learner and source material. The order of the steps in the teaching process as given here places each step where it seems to be emphasized most in the natural procedure to carry the situation through a completed response, and to help the learner

meet all similar situations according to general principles lifted out of the situation.

I. *Helping the learner to discover the situations.*—Through research it has been discovered that the units in this curriculum are typical of the primary-age level. The teacher, therefore, may be reasonably certain that they are problems which arise in situations faced by her group of children. However, she must not assume that these will be experiences faced by her group. The first step in the teaching process is to help the learner to discover the situation so that he will desire to learn how to master it. This may be done through conversation, through relating and talking over situations which are in story form, and through activities which arise within the experience of the group.

II. *Defining the problem.*—At first the teacher may have to state the problem, always, however, incorporating into the statement suggestions given by the learner and stating it in terms of the child's own experience. The learner should be so directed that he himself will discover the problem and define it. After the problem is clearly defined, the teacher should write it on the blackboard in order to help the child visualize and understand it. When the children are being helped to discover the situation, they may also be helped to define the problem.

III. *Searching the past experience of the learner.*—The teacher should talk over the situation with the learners, asking them to tell of such past experiences of their own as will help them to meet the situation. Analyzing the situation for possible outcomes, evaluation and choice of outcome will doubtless begin this step of teaching. Other steps of teaching may begin here also.

IV. *Searching source material.*

1. Similar situations may be told by the teacher and talked over with the children to help them meet the specific situation which they are facing.

2. The children may relate similar situations which they bring out of their own experience.

3. Stories. In this volume there is a biblical story for each unit and only a few extra-biblical. In many of the units extra-biblical stories and their sources are suggested.

4. Biblical passages are suggested in the units.

V. *Analyzing the situation for possible outcomes.*—When the teacher and children talked over the specific situation, past experiences, similar situations, and the stories, the conversation may have been so directed as to guide the learners to analyze the situation for possible outcomes. This conversation may be recalled as the teacher and the children talk over the problem together and make a further analysis of the problem. The teacher should not emphasize the negative aspects but should help the children to discover the joy that comes from living together in a Christian way.

VI. *Evaluation and choice of outcome.*—The conversation to analyze the situation for possible outcomes may be continued and directed to an evaluation and choice of an outcome which they believe to be the Christian outcome in a given concrete situation. Suggestions for the chosen outcome are given in each unit.

VII. *Appreciation.*—It is through the process of evaluating outcomes, of forming judgments about them, and of making choice of what the child himself believes to be the Christian outcome that appreciation arises. It

is impossible to lead the child to appreciate through merely external influences. Appreciation as an outcome of the evaluating process emerges within the experience of the child himself. In its most intense form appreciation in religious experience rises to the level of worship. It is in appreciation also that the motivation for learning is generated within the process of learning itself. Suggestions for this step in the teaching process are given in each unit.

VIII. *Testing the outcome.*—The chosen outcome should be tested to determine whether or not it works and gives joy and satisfaction.

IX. *Generalization.*—In order to make the outcome of a specific and concrete situation available for other similar situations, it will be necessary to lift that outcome out of the specific situation and reduce it to a general principle which will be applicable to other similar situations.

No direct transfer of training or direct carry-over of the outcome into the life of the child can be guaranteed without frequent facing of similar situations. Professor W. C. Bower, in his book, *The Curriculum of Religious Education*, says,

Modern psychology has come to disbelieve in the doctrine of the transfer of training. Laboratory experiments have demonstrated that training in one activity improves ability in another activity only under three well-defined conditions. The first condition is that there must be common elements of content in the two types of activity, as in the learning of Latin and French. The second is that there must be common elements of procedure between the two activities, as mastering a certain technique in memorizing, such as learning by wholes, the proper distribution of practice periods, and the use of recall. The third condition is that the element that is to

be carried over must be raised clearly into consciousness so that it will be reflected upon. Under these conditions the modern educator is not sure that there is any carry-over as such, but only the direct training of capacities in their respective lines of activity.

In order that the learner may be given an opportunity to face similar situations so that these three conditions for transfer of training will be met, *activities* are emphasized in this curriculum. In each unit suggestions are given for general principles which are lifted out of the specific situation and will help him meet similar situations in a Christian way.

X. *Stabilization*.—The teacher may help the learner to establish the chosen outcome as a desirable and permanent quality of Christian character. Too frequently teachers place emphasis on subject matter only as subject matter, and upon traits only as traits. In other words, teachers too frequently hope that when certain principles of conduct have been decided upon that the child, both inside and outside of school, will live his life accordingly. They give no opportunities for the children to meet situations which involve the problem being mastered. It is only through the frequent facing of a similar situation that a dependable technique will be acquired and the outcome will be reduced to a habit. Suggestions are given in each unit under this step in the teaching process.

Since they are so closely related in practice, the steps of generalization and stabilization will be combined in each of the units.

XI. *Integration*.—The situations which the children meet will overlap and interweave. They should all be integrated to secure continuity of experience, experience which is onward-going and forward-looking to a definite

objective. The child should be led to see how this interweaving and overlapping takes place, for this will help him to develop an integrated personality.

MASTERY OF THE UNIT

Enough time should be devoted to each unit to master it to the degree that the learner will understand how to meet similar situations in a Christian way. He should not be led to feel that since he has mastered a unit, he is through with it, that he can lay it aside and forget it. He should be led, however, so to appreciate it that he will desire to master all similar situations in his life in the same way. Therefore, some of the units will continue through the entire vacation church school session. A number of units will be, at the same time, in the process of being mastered.

FURTHERING ACTIVITIES

By the phrase "furthering activities" are meant activities which will help in the mastery of the unit. These activities should arise within the experience of the group and serve as a means to help the learner meet situations in a Christian way. These activities may be concerned with such items as the following:

1. *Stimulating questions*.—Stimulating questions, with suggestions for conversation, are given in a number of the units. They are suggested as a means to help the learner to discover the situation and the Christian outcome.

2. *Situations*.—Situations, written in story form and followed by questions to stimulate and guide a discussion, are given in most of the units. They are to be used as a

guide by the teacher. They may be used to raise the problem into the consciousness of the learner or help him analyze and solve the problem.

3. *Stories*.—Stories from the Bible and other stories which are included in this curriculum may be found in the accompanying child's book. In each unit names of stories and the sources are given. Every teacher should have several books of well-constructed stories adapted to the primary child.

In this curriculum emphasis is not placed on the *number* of the stories to be told to the children, but rather, on *what* kind of a story is told, *how* it is used, *when* it is used, and the *child's understanding* of it.

The story told should be a well-constructed story. It should emphasize the principal outcome of the unit being mastered by the children at that time. This is to avoid a conglomeration of ideas in the child's mind at the close of the morning session.

The story is a means to an end. It is to help the child master a unit. For example, the child is told the story "A Fable about Not Playing Fair" to help him master the unit, "How Do We Play the Game?"

The story may be used in a discussion period for direct investigation in dealing with a situation. It may be used in the period of worship, for there is no better way to develop a real spirit of worship, and no better way to lead the child to feel the need of close companionship with God.

The child should be given an opportunity to make the story his own and to give expression to it. He should be given an opportunity to discuss it, illustrate it, dramatize it, and retell it. He should be given an opportunity to

tell an *original* story. He can do this and enjoys doing it. It is one way in which he expresses in his own words the ideas and ideals set forth in the story which has been told him by the teacher.

4. *Bible passages*.—Bible passages are discussed and memorized as a means to an end. They, too, further the mastering of the unit. Bible passages to be memorized are given in each unit.

5. *Dramatization*.—Through dramatization the child interprets situations, forms judgments, and gives expression to his ideas and ideals. He lives in the situation which he dramatizes. Through dramatization it is possible to create in the schoolroom situations which arise outside the schoolroom. For example, the children may dramatize a courtesy situation which arises on the street car. Dramatization should be under the guidance of the teacher. It should not be solely planned by the teacher, and parts should not be given the children to memorize. The dramatization should be an expression of the children's ideas with contributions made by the teacher only when guidance is advisable. Dramatization is one of the best activities to use in the step of stabilization.

6. *Notebook work*.—The accompanying child's book is a loose-leafed notebook, entitled *My Book*. Its purpose is to help the child appreciate the Christian way of living, create in him a desire to live according to Christian ideals and principles, and to establish permanent qualities of Christian character.

Since the steps in the teaching process interweave, it is not possible to give a definite plan for notebook work under each step. In the two units, "What Are We Going To Do in Vacation Church School?" and "How Shall I

Play with My Toys?" a plan for the notebook work is given. This plan is to serve only as a guide to the teacher.

The notebook work should be purposeful. Through talking a situation over with the children they may be helped to discover its purpose and it may arise naturally within the experiences of the children.

The following notebook work is suggested to help the children meet, in a Christian way, the situations which they face:

a) Each child may select a picture from a magazine, to be mounted on the title page of each unit. The title-page is headed with the caption, "What I should like to know." Under this caption the children may write the unit as formulated by the group.

b) The children may select pictures which will illustrate the unit and then mount them.

c) The Bible passages may be copied.

d) The story and song pages may be inserted *after the children have heard the stories and learned the songs.*

e) A class prayer and the child's own original prayer (if not forced) may be written.

f) The children may write original stories and poems.

g) The general principles may be illustrated with free-hand drawing and paper-cutting.

h) The general principles may be copied under "The Christian Way."

7. Construction work.

a) Illustrating the unit with posters: Pictures may be selected from magazines or made by the children. The outcome, a song, or a memory verse may be printed on the poster.

b) Clay-modeling: The unit may be illustrated by

clay-modeling. This may be individual or group work. For example, a child may model all the story of the Good Samaritan or he may model the priest, the other members of the group modeling the rest of the story.

c) A park: A park with playground equipment, bandstand, and "Keep off the grass" signs may be made. People engaged in various activities may also be represented.

d) A home: The children may construct a model of a home with people living in it, participating in the various activities of the home.

e) Lunch baskets: Lunch baskets with contents may be constructed.

f) Flower pots: These may be made out of clay or cut out of paper.

g) Gifts for the home, elderly people, sick people, and so forth: Some suggestions for gifts are: book-marks; match scratchers; blotters; jointed toys; puzzles; scrap-books; dolls made from clothespins, bottles, lollypops, or corncobs; paper dolls; games; greeting cards.

h) Articles for dramatization: The children may make costumes and stage properties for dramatization. Materials needed for handwork are: crayolas, pencils, construction paper, scissors, paste and paste sticks, clay, string, paper fasteners, magazines, scraps of paper from a print shop, heavy wrapping paper, books of sample wall paper, seed catalogues, patterns for toys, miniature pictures and articles from home such as clothespins, milk bottle tops, boxes, silver paper from candy. If the children make articles for dramatization, crêpe paper, bits of cloth, needles, and thread will also be needed.

8. *Free play, under guidance, with toys.*—When the

primary child plays with toys he is engaged in an activity which is one of the principal activities of the primary-age level. If the teacher permits the children to participate in free play with toys, she will see them very much as they are in real life and will discover many of the situations which they face.

Every primary room should be equipped with toys. They may be simple and inexpensive. Frequently the children will give some of their own toys to be used in the church schoolroom.

Free play with toys should be a means to an end. Through it, situations may be discovered, raised into the consciousness of the learner, and sometimes mastered.

9. *Group games*.—Group games should be a means to an end, for they should further the mastery of the unit. Through them situations may be discovered by the learner, may be solved, and may be mastered.

Some suggestions for games are: folk games, relay races, beanbag, "Cat and Rat," "I Spy," "Going to Jerusalem," "Fruit Basket," and jumping games.

"Politeness": The children stand in a circle. One runs around the circle and touches another's back. The two run in opposite directions. When they meet they bow three times and say "How do you do" each time they bow. They then run to the vacant place of the one that was tagged.

"Tommy Fiddler's Ground": One child is chosen as Tommy Fiddler. His ground is marked off on the floor. If anyone is tagged while he is on Tommy Fiddler's ground he is Tommy Fiddler.

"Charlie over the Water": The child who is "It" is in the center of the circle formed by the children. The

children sing, "Charlie over the water, Charlie over the sea, Charlie catch a black-bird, can't catch me." When the last word is said the children stoop. If one is touched before he stoops he must be "It."

10. *Pictures*.—Pictures may be used in connection with the story told, in the worship period, for mounting to take home, for poster-making for the notebook work, for scrapbooks, and so on. Through the study and selection of pictures the outcomes may be generalized in part and an appreciation for the finer forms of art may be developed.

11. *Songs*.—The songs are studied, learned, and sung to further the mastery of the unit. Through them the attitude of reverence may be developed and the true worship spirit may be created. Suggestions for songs are given in each unit.

12. *Prayer*.—The children should be led to have an intelligent understanding of prayer. This may be accomplished through the prayers offered by the teacher and through the mastery of the unit, "How Shall I Talk to God?" The children should at times be given an opportunity to offer their prayers aloud. Care must be taken that these prayers are sincere and meaningful.

13. *Practice*.—The children should be led to practice the outcome in out-of-school situations.

PLAN FOR THE CLASS SESSION

The curriculum is planned for a two-and-a-half-hour session. The primary department is separate from all other departments through the entire morning session. The children of the departments are together for all the activities.

One teacher should have charge of the group. She may have as many assistants as are needed to guide the children. She may have one assistant to play the piano and another to prepare the story. All of the assistants may help in the handwork period, play period, etc. If the group is very large, it may be best to put the third grade with the fourth grade.

The plans for the class sessions are only suggestive to the teacher. She should plan the session to meet the needs of the group for any particular day.

The time for the worship period should be governed by the needs which arise, for there may be times when the worship period will come best at the opening of the session and other times when it will be best at the close. In this period the children should be led to realize that they as a group are in quest of a close companionship with God, of a knowledge of Him and His way of life, and of strength and wisdom to live together in a Christian way. The period is planned for a short ritual service at the beginning. The last part is to be used at the teacher's discretion either for a service of praise, story, the study of a picture, or the study of a song.

The period for class discussion of the unit needs to be carefully planned by the teacher. She should not feel that a *new* story needs to be told each day. The children enjoy hearing stories over and over again. They should be given an opportunity to tell original stories. They should be given an opportunity to express their own ideas in regard to the unit. They may discuss their handwork, free play with toys, group games, songs, etc., since all this helps in the mastery of the unit.

Periods of relaxation should be introduced whenever

necessary. The child's interest span is short and the time that he can remain quiet or at one activity is short.

The children should be led to help plan the activities. They will soon learn how to do this and will enjoy doing it.

The following plans for a class session are only suggestive to the teacher. She should make her own plan to meet the developing needs of her group.

PLAN FOR THE FIRST CLASS SESSION

I. 9:00-9:15

1. Greeting
2. *Free conversation to*
 - a) become better acquainted
 - b) discover situations which the children are facing
 - c) discover the interests of the children
3. Attendance recorded

II. 9:15-10:00

1. *Furthering activities to stabilize or integrate some of the situations which have been met*
 - a) Handwork
 - b) Group games
 - c) Free play under guidance
 - d) Dramatization
 - e) Observation trips

III. 10:00-10:05

Relaxation

IV. 10:05-10:25

1. *Helping the learner to discover the situation*

In each unit suggestions are given which the teacher may use as a guide to lead the learner feel the problem.

2. *Defining the problem*

As soon as possible the learner should be led to define the problem. The problem should be written on the black-board.

3. *Searching of past experiences of the learner*

The teacher should direct the conversation so that the children will tell of past experiences which will help to meet the situation.

V. 10:25-10:40

Recess

VI. 10:40-11:00

Any one of the above steps of teaching

1. Notebook work
2. Group work in making poster
3. Dramatization of some of the past experiences related by the children

VII. 11:00-11:25

Appreciation

1. Preparation for worship

The teacher should help the children to express through worship the attitudes which they have developed in meeting a situation in a Christian way. She should stimulate and guide them to desire to meet similar situations in like manner and to receive help and guidance. Through song and prayer they will find expression for their sense of relation to God.

2. Worship

- a) Opening song of worship
- b) Song chosen by the teacher
- c) Prayer by the teacher
- d) Song chosen by the children
- e) Offertory prayer
- f) Offering
- g) Story, interpretation of a song, or interpretation of a picture, either of which will help in meeting the situation in a Christian way
- h) Prayer
 1. Silent prayer or oral prayer
 2. Prayer by the teacher
- i) Closing song

VIII. 11:25-11:30

Dismissal

SUGGESTIONS FOR PLANNING A CLASS SESSION FOR
FURTHERING THE MASTERY OF THE UNIT

I. 9:00-9:15

1. Greeting
2. *Free conversation to*
 - a) become better acquainted
 - b) discover situations which the children are facing
 - c) discover interests of the children
3. Attendance recorded

II. 9:15-10:00

Steps in the teaching process

(A furthering activity under one or more of the following steps of the teaching process will be participated in. The teacher should refer to this step in the unit for suggestions for a furthering activity. It should be a complete change from talking the problem over together. The activity may be hand-work, free play under guidance, observation trips, a picnic or party, dramatization, etc.)

1. Searching the past experience of the learner
2. Searching source material
3. Evaluation and choice of outcome
4. Appreciation
5. Testing the outcome.
6. Generalization
7. Stabilization
8. Integration

III. 10:00-10:05

Relaxation

IV. 10:05-10:25

Steps in the teaching process

The step or steps in the teaching process and the furthering activities participated in will depend upon the point in the mastery of the unit at which the children find themselves. For this period of the class session the furthering activities will be as follows: relating of situations, stories told by the teacher, stories retold by the children, original stories told by the children, conversation, or talking the problem over

together. For suggestions for the activity, the teacher should refer to each unit under the step in the teaching process which is being taken.

V. 10:25-10:40

Recess

VI. 10:40-11:00

Furthering activities under the step taken in the period from 10:05-10:25

(Refer to the unit under this step for suggestions for the activity. The activity should not be one of conversation because of being too similar to the activities which follow. One of the following activities are suggested: notebook work, completion of large projects in handwork, group projects in handwork which will take but a short time, activities such as caring for flowers, birds, etc., and dramatization.)

VII. 11:00-11:25

Appreciation

1. Preparation for worship

- a) Through conversation lead the children to desire to worship
- b) Memorize a hymn
- c) Memorize a Bible passage

2. Worship

- a) Opening song of worship
- b) Song chosen by the teacher
- c) Prayer by the teacher
- d) Song chosen by the children
- e) Story, interpretation of a song or picture, dramatization, Biblical passages, songs (make a choice from these)
- f) Closing song

VIII. 11:25-11:30

Dismissal

CO-OPERATION WITH THE HOME

It is of greatest importance to secure the co-operation of the home. This may be secured through calls in the

home, letters, visitation day at the church school, and through the child's interest and change of conduct in connection with the home.

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AREA: The Church School Room

UNIT: What Are We Going To Do in Vacation Church School?

PURPOSE:

1. To help the learner to formulate an intelligent reason for attending vacation church school.
2. To give a dominant purpose which will motivate all the activities of the vacation church school.

INTRODUCTORY STATEMENTS

Read the definitions of terms on p. 1 of the Introduction.

In his book, *Curriculum of Religious Education*, Professor W. C. Bower emphasizes the need of a dominant purpose. He says, "Having a dominant purpose, makes the curriculum vital and dynamic." He also says, "Control will be accomplished by assisting the growing person clearly to define his objectives, to organize his values and to bring his experience under the influence of an organized and dominant purpose."

At the very beginning of vacation church school, the teacher should help the learner discover an intelligent reason for attending and to feel the dominant purpose of the school, namely, learning to live together in a Christian way. Through the entire session of the vacation church school, this purpose should be kept in mind to motivate and integrate all the activities of the school.

The purpose should be stated in such a way that the learner will thoroughly understand it. The child should

be assisted to discover that Christian principles work and that they are the best set of values about which to organize the experiences of life.

This unit may cover two or three sessions. The mastery of it will be furthered as other situations are being met and mastered.

STEPS IN THE TEACHING PROCESS

Refer to "Steps in the Teaching Process," page 3 of the Introduction.

I. *Helping the learner to discover the situation*

The following conversation, which has been used in developing the unit, may serve as a suggestion that will guide the teacher to lead the child to discover the problem, "What are we going to do in vacation church school?"

CONVERSATION

Question: Would you like to play a guessing game?

Learner: Yes.

Teacher: Each one of you has a pair of such big bright eyes that you look just as if you have something you would like to ask us. I think maybe I can guess what it is. I'll write down on this piece of paper what I think it is you'd like to ask. [Teacher should write the statement of the unit on a piece of paper.] Now, shall we see if you can guess what I've written or if I've guessed the question you would like to ask?

Learner: Yes.

Teacher: All right, I'll write your questions on the board. [The teacher should write the children's questions on the board. She should then compare the children's questions with hers. Her question will doubtless include some of theirs. The conversation may be directed to help the children formulate the problem which maybe, "What are we going to do in vacation church school?"]

II. *Defining the problem*

After the problem has been raised into the consciousness of the learner, the teacher should write the problem on the board.

III. *Searching the past experiences of the learner*

Talk the problem over with the children, asking them to tell things which they think they will do in vacation church school. Some of them will have attended before and will tell of things which they did. Write the children's answers on the board; this will help in the analysis of the problem for possible outcomes.

IV. *Searching source material*

Story, "Learning about God," by E. May Munsell, in the accompanying child's book.

After searching the past experiences of the learner, the teacher may ask a question somewhat as follows: "Would you like to hear a story which will help you to answer this question?"

The following conversation may serve as a guide to the teacher for talking over the story together.

Teacher: What do you like about this story?

Learners: I like what Jesus said. . . . Jesus was kind, etc.

Teacher: Do you think that you would like to learn to do things in the way Jesus talks about in this story?

Learner: Yes.

Teacher: Why?

Learners: We'd be happy. . . . We'd have a nice time, etc.

Teacher: Would you like to know what we call the way of doing things that Jesus talks about in this story?

Learners: Yes.

Teacher: It is called the Christian way. [The teacher should write "the Christian way" on the blackboard.]

V. *Analyzing the situation for possible outcomes*

The teacher should refer to the list of things which the children said they thought that they would do in vacation church school as they searched their past experiences. This list will doubtless include such answers as play, make things, go on picnics, go on boat rides, hear stories, sing, learn about Jesus, and pray.

The following conversation may serve as a guide to the teacher to help in the analysis of the problem for possible outcomes.

Teacher: Let us write on the blackboard the problem, "What are we going to do in vacation church school?"
You will help in giving the answers, won't you?

Learners: Yes.

The teacher may have the children refer to the answers listed when they were searching their past experiences. In formulating the answers, the discussion should be very informal. The result of the discussion may be somewhat as follows:

1. Play together in vacation church school.
2. Go on vacation church school picnics.
3. Go on vacation church school boat rides.
4. Hear stories in vacation church school.
5. Sing in vacation church school.
6. Learn about Jesus in vacation church school.
7. Pray in vacation church school.

Perhaps on some of the vacation church school picnics, all did not play together or share things and because of it they did not have the best time. Perhaps when they made things or played together in vacation church school some were selfish and

because of it not all were happy. Perhaps when they sang or prayed, some were thoughtless and talked and because of it they could not worship together.

In an informal conversation on things which the children think they will do in vacation church school they will doubtless tell of doing some of the things in a way which will not give them joy. They will also tell of ways which did give them joy. The teacher should not suggest the negative. She may direct the conversation, however, to assist them in the analysis of the situation for possible outcomes, as suggested in the Introduction.

VI. *Evaluation and choice of outcome*

The following conversation may serve as suggestions to guide the teacher in assisting the learner in the evaluation and choice of outcome.

Teacher: Shall we think of what we said that we would like to do when we talked over the story? I will write it on the board. We said that we would like to learn how to do things in a Christian way. [The teacher should point to "Christian way" which was written on the board when the children and she talked over the story. Then she will write on the board, "Learn to do things in a Christian way."] Let us read together what I have just written.

Learners: Learn to do things in a Christian way.

Teacher: If we learn to do things in a Christian way we said that we believed that we would have a happy time together. What do you think that you would like to choose for the answer to this problem? [When the teacher says the words, "Learn to do things in a Christian way," she may point to them on the board. The children will doubtless give this statement as the chosen outcome. They may, however, give a different answer but the con-

versation may be so directed that the chosen outcome will be what the children themselves believe to be the Christian outcome and will begin to create in the children a desire to discover the Christian way of doing things.]

VII. *Appreciation*

STORIES

Munsell, E. May, in the accompanying child's book:
"Learning about God"

SONGS

Springer, Blanche D., in the accompanying child's book:

"Good Morning"

"Thank You"

"Good-bye"

"Vacation School"

Rankin, Mary E., *A Course for Beginners in Religious Education*:

"Good Morning Song"

"Praise Him, Praise Him"

Thomas, Edith Lowell, *A First Book of Hymns and Worship*:

"O, Come and Let Us Worship"

"Offering"

PICTURES

"Christ and the Doctors," Hoffman

"Christ Blessing Little Children," Plockhorst

PRAYER

A prayer of gratitude for the opportunity to come to vacation church school to learn to live in a Christian way and for help to be brave and strong.

VIII. *Testing the chosen outcome*

The teacher will help the children to discover similar situations outside the school community in which the chosen outcome in the unit dealt with may be tested, such as in the home, in their play, and in the community at large.

In addition to these situations outside the school community, many opportunities for testing the outcome will be afforded in connection with the furthering activities, such as games, the conduct of conversation, notebook work and construction work.

IX. *Generalization and stabilization*

Refer to Introduction.

Only a few general principles will be lifted out of this specific situation. When the children tested the chosen outcome at work and at play, they will have discovered some Christian principles that gave them joy and they may then begin to desire to meet similar situations in a Christian way.

Some of the general principles may be:

1. Be fair while at play.
2. Share crayolas, pencils, and paper.
3. Be kind to others in talking.

Furthering activities which will help in the generalization and stabilization of the outcome are:

1. Notebook work.
 - a) Free-hand drawings.
 - b) Copying of general principles.
2. Construction work.
 - a) Making of a poster.
 - b) Making of gifts.

3. Games.
4. Original stories.
5. Dramatization.
6. Practice.

As other situations are met and mastered in a Christian way, the children may discover many more general principles. It is in this way that the children will discover the Christian way of doing things, and they will be led to desire to meet situations according to Christian ideals and principles. The mastery of this unit will continue through the entire church school session.

By the repeated use of the chosen outcome in numerous similar situations, the outcome will be stabilized by being reduced to a habit. Since they are so closely related in practice, the steps of generalization and stabilization will be combined in each of the units.

X. *Integration*

The situations which the children meet will overlap and interweave. They should all be integrated to secure continuity of experience, experience which is onward-going and forward-looking to a definite objective. The child should be led to see how this interweaving and overlapping takes place, for this will help him to develop an integrated personality.

PLANS FOR THE CLASS SESSION

The following plans for the class session have been used successfully by the author and are to be used only as suggestions to the teachers. The plans made by the

teacher should be flexible in order to meet the developing needs of the children. To do this there may be times when it will be best to devote most of the class session to one activity, as notebook work, free play with guidance, or an observation trip, or to other activities that may arise spontaneously out of the group. The teacher should watch carefully for the need of relaxation periods and make provision for them during the class session.

This is the only unit in which suggestions for each class session will be given which will carry the unit through to completion. These plans and the plans given in the Introduction, page 16, will serve as a guide to the teacher in making her own plans.

PLAN FOR THE FIRST CLASS SESSION

- I. 9:00-9:15
 1. Greeting
 2. Learn "Greeting Song"
 3. Free conversation to
 - a) become acquainted
 - b) discover needs and interests of the children
- II. 9:15-10:05
 1. Enrolling the children
 2. Group games
 3. Relaxation
- III. 10:05-10:25
 1. *Helping the learner discover the situation*
Suggestions are given in this unit under Step 1 in the "Steps in the Teaching Process."
 2. *Defining the problem*
Suggestions are given in this unit under Step 2 in the "Steps in the Teaching Process."
 3. *Searching the past experiences of the learner*
Suggestions are given in this unit under Step 3 in the "Steps in the Teaching Process."

IV. 10:25-10:40

Recess

V. 10:40-11:00

Helping the learner to discover the situation

Notebook work:

Searching for a picture to put on the title page for this unit.

VI. 11:00-11:25

Appreciation

1. Preparation for worship

Talk over and learn the following songs:

"Opening Song of Worship."

"Vacation School."

"Good-bye."

2. Worship

a) Song, "Morning Song"

b) Prayer by the teacher

c) Song, "Vacation School"

d) Talk over the happy time all have had together

e) Song, "Good-bye"

VII. 11:25-11:30

Dismissal

PLAN FOR SECOND CLASS SESSION

I. 9:00-9:15

1. Greeting

2. Free conversation to

a) become better acquainted

b) discover situations which the children are facing

c) discover interests of the children

3. Attendance recorded

II. 9:15-10:00

Searching the past experience of the learner

The children may talk over various handwork projects, for in relating past experiences in vacation church school, they doubtless told about things which they had constructed. They may decide upon some handwork project, plan it together, and start it in this period. They may plan to make posters and other decorations to beautify their room.

III. 10:00-10:05

Relaxation

IV. 10:05-10:25

1. Searching the past experience of the learner

The teacher and the children may recall briefly the conversation of the previous day.

2. Searching source material

Story, "Learning about God"

3. Analysis of problem for possible outcomes

Suggestions are given in this unit under Step 5 in the "Steps in the Teaching Process."

V. 10:25-10:40

Recess

VI. 10:40-11:25

1. Notebook work

Each child may mount the picture which he selected for the title page in his notebook. The song and story pages may be inserted in the notebook.

2. Preparation for worship

Through conversation the teacher may lead the children to desire to worship.

3. Worship

a) Song, "Morning Song"

b) Prayer by the teacher

c) Song, "Vacation School"

d) Interpretation of the picture, "Christ Blessing the Little Children"

e) Song, "Good-bye"

VII. 11:25-11:30

Dismissal

PLAN FOR THIRD CLASS SESSION

I. 9:00-9:15

1. Greeting

2. Free conversation to

a) become better acquainted

b) discover situations which the children are facing

c) discover interests of the children

3. Attendance recorded

II. 9:15-10:00

Analysis of problem for possible outcomes

The children may continue working on the project which they planned and started on the preceding day. This activity will help the children analyze the situation for possible outcomes.

III. 10:00-10:05

Relaxation

IV. 10:05-10:25

1. Evaluation and choice of outcome

Suggestions are given in this unit under Step 6 in the "Steps in the Teaching Process."

2. Testing the chosen outcome

Suggestions are given in this unit under Step 8 in the "Step in the Teaching Process."

V. 10:25-10:40

Recess

VI. 10:40-11:25

Appreciation

The children may illustrate this unit with pictures which they selected from magazines.

1. Notebook work

2. Preparation for worship

Through conversation the teacher may lead the children to desire to worship.

3. Worship

a) Song, "Morning Song"

b) Prayer by the teacher

c) Song, chosen by the children

d) Story, "Learning about God"

e) Prayer

f) Song, "Good-bye"

VII. 11:25-11:30

Dismissal

PLAN FOR FOURTH CLASS SESSION

I. 9:00-9:15

1. Greeting

2. Free conversation to
 - a) become better acquainted
 - b) discover situations which the children are facing
 - c) discover interests of the children
3. Attendance recorded

II. 9:15-10:00

Testing the chosen outcome

The children may complete the handwork project. They may assemble after the period of handwork and talk over the testing of the chosen outcome.

III. 10:00-10:05

Relaxation

IV. 10:05-10:25

Generalization and stabilization

Suggestions are given in this unit under Step 9 in the "Steps in the Teaching Process."

V. 10:25-10:40

Recess

VI. 10:40-11:00

Stabilization

Suggestions are given in this unit under Step 9 in the "Steps in the Teaching Process."

VII. 11:00-11:25

Appreciation

1. Preparation for worship

2. Worship

- a) Song, "Morning Song"
- b) Prayer by the teacher
- c) Song, chosen by the children
- d) Conversation, which may be so directed that the child will begin to desire to meet in a Christian way the situations which he faces, and through prayer to receive help and guidance. In order that the child may develop an integrated personality, the teacher may help him to discover how the situations which he faces interweave and overlap.

VIII. 11:25-11:30

Dismissal

AREA: The Home

UNIT: How Shall I Play with My Toys When at Home?

PURPOSE:

The principal attitude which the teacher will help the learner to develop in this unit is unselfishness. Attitudes which will enter as concomitants are co-operation, kindness, and self-control.

INTRODUCTORY STATEMENTS

This situation is typical of the primary-age level, so much so that the teacher can be certain that it is a situation which the learner is facing in his home- and play-life. Therefore, the child should be helped to meet it in a Christian way.

Toys should be provided and the children should be permitted to participate in free play with them. There is no better way to help children live religiously than to give them this opportunity. They are more likely to be themselves and the alert teacher will discover many problems in which they need guidance. She will know better what qualities in the child need to be emphasized and developed. She will be helped to know the problems of the individual child and to measure the progress being made.

Several class sessions may be required for a partial mastery of this unit. The mastery of it should be continued in many similar situations.

STEPS IN THE TEACHING PROCESS

Refer to steps in the teaching process, page 3 of Introduction.

I. *Helping the learner to discover the situation*

Toys should be provided and the children permitted to play with them.

The following conversation which has been used in developing this unit may be used as suggestions to the teacher to help the learner to discover the situation.

If the teacher places some toys in the front of the room, the children will immediately ask many questions about them. They will doubtless ask, "What are we going to do with the toys? Are we going to play with them?" She should watch the opportunity to ask the questions given below.

Question: Would you like to play with toys?

Learner: Yes! oh, yes, we would.

Teacher: Very well, you may. [A few minutes time should be spent in a discussion about the toys which they will play. *No suggestions* should be given as to how they should play. After a period of free play with the toys, the children should assemble to talk over their play.]

Teacher: What kind of time did you have playing with your toys?

Learners: We couldn't have fun because everyone was grabbing everything. . . . I didn't have a doll, etc.

Teacher: I don't believe that you had a good time. Did you?

Learner: No.

Teacher: Would you like to have a good time when you play with your toys?

Learner: Yes.

Teacher: Why?

Learners: Because it isn't nice not to. . . . Because we like to have a good time. . . . Because we should play nicely, etc.

Teacher: Let's see. Then what is our problem? [The teacher may help the children, as soon as possible, to define the problem.]

II. *Defining the problem*

The teacher should write on the board the problem as stated by the children. The problem may be stated somewhat as follows: "How shall I play with my toys at home?"

III. *Searching the past experiences of the learner*

Talk the situation over with the children and ask them to tell of times when they have had a happy time playing with toys. Evaluation and choice of outcome will doubtless begin in this step as the children tell of their past experiences with toys.

IV. *Searching source material*

I. Situation.

One day some little children were playing with their toys; Mary chose three dolls and a doll bed. Helen took two dolls, a box of dishes, and a telephone. There were no toys left for Ruth. Ruth went to Helen and asked, "Helen, there are no toys left for me, so may I have one of your dolls to play with?" "No," said Helen, "You can't have one, I got these first."

QUESTIONS

The following questions may serve as a guide to the teacher:

- a) Why did Mary and Helen take all the toys?
- b) Did Mary and Helen need all the toys?
- c) Was it right for Ruth to ask for all the toys?
- d) What do you think about Helen's answer?

- e) When we are playing with our toys, how should we play with them?
2. Similar situations which the children give out of their own experiences.
3. Stories.
Munsell, E. May, in the accompanying child's book:
 "Brothers Who Could Not Play Together"
Rankin, *A Course for Beginners in Religious Education*:
 "Dunny"
Baker, *The Beginners Book in Religion*:
 "The Toy Party"
Original stories by the children.
4. Bible passages.
 "Be ye kind one to another," Eph. 4:32
 "The Golden Rule," Luke 6:31

V. *Analyzing the situation for possible outcomes*

Refer to page 5 of Introduction.

When the teacher and children talked over the specific situation, past experiences, similar situations, and the stories, the conversation should have been so directed as to guide the learners to analyze the situation for possible outcomes. The children will mention these in the discussion, for there were times when they did not share their toys, when they quarreled and were unkind, and so on.

VI. *Evaluation and choice of outcome*

The following question may serve as a guide to the teacher to help the learner to evaluate and choose the outcome:

"We have talked over together many ways of playing with toys, we have heard stories, and we have learned memory passages. After thinking this over together, how shall we answer this question?"

Suggestions for the chosen outcome are:

1. Share your toys at home.
2. Be kind in the use of your toys at home.
3. Do not quarrel about the use of your toys at home.
4. Take turns in the use of your toys at home.

VII. *Appreciation*

Refer to page 5 of Introduction.

STORIES

Munsell, E. May, in the accompanying child's book:

"Brothers Who Could Not Play Together"

BIBLE PASSAGES

Same as given under source material.

SONGS

Springer, Blanche D., in the accompanying child's book:

"Playing Together"

"Toys"

Baker, *Songs for the Little Child*:

"The Child Jesus"

PICTURES

Pictures may be selected from magazines.

PRAYER

A prayer of gratitude for the toys, and a prayer for strength to be brave and strong to play with their toys in a Christian way.

NOTEBOOK WORK

1. The children may select pictures which will illustrate this unit and mount them in their notebooks.
2. The story and song pages should be inserted in the notebooks.
3. The children may copy the Bible passages.

VIII. *Testing the chosen outcome*

The chosen outcome may be tested by the children playing with toys. This play period should be followed by a conversation in which the children will talk over their play with toys, describing the kind of time they had.

IX. *Generalization and stabilization*

The following general principles are suggestions to the teacher for principles which may be lifted out of the specific situation and used by the learner to meet similar situations in a Christian way.

- a) Share your toys.
- b) Be kind in the use of your toys.
- c) Do not quarrel about the use of your toys.
- d) Take turns in the use of your toys.

The following furthering activities will aid in the generalization and stabilization of the outcome:

NOTEBOOK WORK

1. Free-hand drawing of children playing with their toys.

2. Paper-cutting, illustrating children playing with their toys.
3. Selection of pictures to illustrate children playing with toys and the mounting of the pictures.
4. Copies of original stories inserted in notebook.
5. Copying of general principles.

CONSTRUCTION WORK

1. Poster illustrating the unit.
2. Making of toys.
3. Making of costumes and stage properties for dramatizations.

ORIGINAL STORIES

The children may tell original stories that will illustrate the unit.

DRAMATIZATION

1. Stories which were told the children may be dramatized.
2. Original stories told by the children may be dramatized.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

X. *Integration*

Refer to Introduction, page 7.

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction, and to page 29 of unit, "What Are We Going To Do in Vacation Church School?"

AREA: Play

UNIT: How Can We All Be Happy While at Play in Church School?

PURPOSE:

The principal attitude which the teacher will help the children to develop in this unit is co-operation. Attitudes which will enter as concomitants are kindness, courtesy, and self-control.

INTRODUCTORY STATEMENTS

Since the play-life is such a large factor in the life of the little child, he should be helped to master, in a Christian way, situations which arise while he is at play. This unit may cover two or three, or perhaps more, class sessions.

STEPS IN THE TEACHING PROCESS

Refer to steps in the teaching process, page 3 of Introduction.

I. Helping the learner to discover the situation

The teacher should provide the following materials from which the children may choose something with which to play: construction paper, scissors, paste, pencils, crayolas, clay, balls, dolls, games, jumping ropes, etc.

1. Talking the situation over together.

The class may assemble to talk over the play period. The following conversation may be used as suggestion to the teacher:

Teacher: Did you have a good time while at play?

Learner: No.

Teacher: Why not?

Learner: Because we were so rough. . . . Because they took all the clay and I didn't have any, etc.

Teacher: Would you like to learn to play so that you can have a good time?

Learner: Yes.

Teacher: Why?

Learner: Because we shouldn't play like this. . . . It isn't nice to play this way. . . . It is not fun to play like this, etc.

Teacher: Then we have another problem, haven't we? You tell me what to write.

II. *Defining the problem*

The teacher should write on the board the problem as stated by the children. The problem may be stated somewhat as follows: "How can we all be happy while at play in the church school?"

III. *Searching the past experience of the learner*

Talk the situation over with the children and ask them to tell of times when they have had a happy time playing together. Analyzing the situation for possible outcomes, evaluation and choice of outcome will doubtless begin in this step as the children tell of their past experiences while at play.

IV. *Searching source material*

I. *Situations.*

The following situation and questions may be used by the teacher as a guide to help the children in the mastery of this unit.

Many boys and girls were on the playground. They were all playing but little Grace. She was all alone and very unhappy. Every see-saw was taken; there was not one left

for Grace. Up and down went the see-saws while the children playing with them were laughing merrily. Grace stood there a while and watched them play. How she, too, would have liked a ride. Then she walked on to where a group of boys were playing marbles. "I guess that's my marble."

"It isn't. It's mine!"

Oh, how they quarreled! Grace shook her head and walked away.

On the other side of the playground, some children were playing "Cat and Rat." "Perhaps I can play with them," thought Grace, as she ran over to where they were playing. She started to break into the circle and to take hold of a little girl's hand, saying, "May I play 'Cat and Rat'?"

"No, you can't get in here! I was here first!" said the little girl.

Grace walked away. "There's nothing I can play," she said to herself and then swallowed hard to keep from crying.

Jane, Lois, and Betty were playing with one of the swings. First one would take a turn and then another. Jane was in the swing, and Betty and Lois were pushing her.

Oh, how high the swing went! Up, up so far that Jane could see all over the playground. "Look, look!" said Jane. "There's Grace. I just saw her ask a little girl to let her play 'Cat and Rat' and she wouldn't let her. Now Grace is standing there all alone. Look, girls! Do you see her?"

SUGGESTIVE QUESTIONS

- a) What do you think Jane and her playmates did?
- b) What do you think Jane and her playmates should have done?
- c) What do you think about the little girl who would not let Grace play "Cat and Rat"?
- d) What do you think about the boys who were playing with their marbles?

- e) Do you think all the boys and girls who were playing on the playground were happy?
- f) What do you think children should do to be happy while at play?
- 2. Situations which the children bring out of their own experience.
- 3. Stories.
Munsell, E. May, in the accompanying child's book: "Sharing"
Ranking, Mary E., *A Course in Religious Education*:
"The Fairy Cap"
- 4. Bible passages.
"The Golden Rule," Luke 6:31
"Let us do good unto all," Gal. 8:10
"A new commandment I give unto you, that ye love one another," John 13:34

V. *Analyzing the situation for possible outcomes*

When the children searched their past experiences to help them meet this situation, they may have begun to analyze it. This analysis may be recalled as the teacher and the children talk over the problem together and the conversation is directed in an informal manner to a further analysis of the situation for possible outcomes. The children may discuss their play periods in church school, telling of times when they had a happy time and when they did not, giving the reasons. The teacher should not emphasize the negative, but should help the children to discover the joy that comes from living together in a Christian way.

VI. *Evaluation and choice of outcome*

The conversation to analyze the situation for possible outcomes may be continued and directed to an evaluation and choice of an outcome.

Suggestions for the chosen outcome are:

1. Play together while in church school.
2. Take turns while at play in church school.
3. Be kind while at play in church school.
4. Be polite while at play in church school.
5. Do not quarrel while at play in church school.

VII. *Appreciation*

Refer to page 5 of Introduction.

STORIES

Same as given under source material.

BIBLE PASSAGES

Same as given under source material.

SONGS

Springer, Blanche D., in the accompanying child's book:

"Happy and Gay"

"My Puppy Dog"

"Thank You"

Baker, *Songs for the Little Child*:

"The Child Jesus"

"Children Playing"

"The World's a Very Happy Place"

PICTURES

Pictures, to illustrate this unit, may be selected from magazines.

PRAYER

Refer to the paragraph on prayer, page 14 of Introduction.

A prayer for courage to play together in the Christian way.

NOTEBOOK WORK

Refer to notebook work, page 10.

VIII. *Testing the chosen outcome*

While playing together in church school, the chosen outcome may be tested.

IX. *Generalization and stabilization*

The following general principles may be lifted out of the specific situation and may be used by the learner to help him meet similar situations in a Christian way:

1. Play together.
2. Take turns while at play.
3. Be kind while at play.
4. Be polite while at play.
5. Do not quarrel while at play.

The following furthering activities will aid in the generalization and stabilization of the outcome:

NOTEBOOK WORK

Refer to notebook work, page 10.

CONSTRUCTION WORK

1. The children may make a poster to illustrate the unit.
2. Toys may be made by the children.

ORIGINAL STORIES

The children may tell original stories which will illustrate the unit.

DRAMATIZATION

Refer to page 10 of Introduction.

1. Stories which were told the children may be dramatized.
2. Original stories which were told by the children may be dramatized.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

X. *Integration*

Refer to page 7 of Introduction.

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction and to p. 29 of unit, "What Are We Going To Do in Vacation School?"

AREA: The Church Schoolroom

UNIT:

1. Ought We To Have Some Class Rules?
2. What Shall Our Class Rules Be?
3. What Shall We Do with These Rules?

PURPOSE:

The principal attitude which the teacher will help the learner to develop in this unit is co-operation. Attitudes which will enter as concomitants are courtesy, helpfulness, and kindness.

INTRODUCTORY STATEMENTS

It is only necessary to master this unit when there is an immediate situation of non-co-operation in the church schoolroom. Methods of prevention of non-co-operation which are in accordance with the best principles of teaching should be used by the teacher. However, even though these methods be used by the teacher, the children are frequently noisy, non-co-operative, and discourteous. Before it will be possible to help them to master other situations or to engage in any activity successfully, it will be necessary for the boys and girls to master this unit or a similar unit, the purpose of which is the same. Each child must learn to be co-operative, to discriminate between times when he may do a thing and when he should not do it, to be courteous, and to be a helpful member of the class.

The teacher may help the children to discover that in their class, a miniature society, class rules, and co-

operation in the keeping of them will bring happiness to each member, and that this way of living is the Christian way. She may also help the children to discover that they may say and do things as they wish so long as they do not interfere with the rights of others. A church schoolroom in which there exists a spirit of co-operation, due to self-discipline on the part of the child, reveals living according to many of the fundamental Christian principles. To accomplish the purpose of this unit is indeed religious education.

Through experimentation it has been found that children readily respond to formulating class rules and that they willingly put forth effort to keep the rules. To experience co-operation in the schoolroom is a joy and satisfaction to them. They understand the importance of working and playing together, they see that they can accomplish more, and they realize that it brings happiness to others as well as to themselves.

Only a few rules should be listed. They should grow out of the experience of the group, be definite, and capable of being observed by the children. The rules should be formulated by the children under the guidance of the teacher. Each child as well as the teacher is a co-operative member of the group, feeling the responsibility of contributing to the formulating of rules for the class.

When the rules are being formulated, the teacher in guiding the children should have many things in mind. She must consider the church schoolroom equipment, since some disorder may be due to it. She must see that the rules are not too exacting and severe, for frequently children are more strict disciplinarians than the teacher. She must lead them to discriminate between times when

they may do a thing and when they may not. She must not forget that she, too, has a responsibility in the maintenance of good order in the schoolroom, for she must so direct the children as to meet their needs, their interests, and their problems.

This unit may cover a number of class sessions. It should be discussed, tested, and mastered in such a way as not to become monotonous. New activities will constantly be introduced and engaged in.

STEPS IN THE TEACHING PROCESS

Refer to steps in the teaching process, page 3 of Introduction.

I. Helping the learner to discover the situation

SUGGESTED CONVERSATION—I

Teacher: Have you had a happy time today?

Learner: No.

Teacher: Why not?

Learners: Because it has been so noisy. . . . Everybody is talking. . . . We can't do good work, etc.

Teacher: Do you like to have your happy times spoiled in this way?

Learner: No.

Teacher: What do you think we can do about this?

Learners: Be quiet. . . . Be kind. . . . Mind the teacher. . . . Be polite, etc. [The teacher should write these answers on the board.]

Teacher: These really are rules, aren't they? They are just like rules for playing a game so that we can all be happy. Yes, and they are just like rules for crossing the street so that we do not get hurt.

Learner: Yes.

Teacher: Then do you think that we ought to have class rules?

Learner: Yes.

Teacher: Why?

Learners: So that we can be happy. . . . So that our happy times will not be spoiled, etc.

SUGGESTED CONVERSATION—2

Teacher: Do you think that you have been helping in church school today?

Learner: No.

Teacher: Why not?

Learners: Because we haven't minded you. . . . Because we have been noisy. . . . Because we haven't been kind, etc.

Teacher: Do you wish to help God by working with Him?

Learner: Yes.

Teacher: What do you think we can do right here in the schoolroom to help God?

Learners: Help you. . . . Mind you. . . . Play together. . . . Be kind. . . . Be polite, etc. [The teacher should write these answers on the board.]

Teacher: These really are rules, aren't they? They are just like rules for playing a game so that we can all help to play it in the best way. They are just like rules for crossing the street so that no one will get hurt.

Learner: Yes.

Teacher: Then do you think we ought to have some class rules?

Learner: Yes.

Teacher: Why?

Learners: So that we will not be so noisy. . . . So that we can help God. . . . So that we will be kind, etc.

The teacher should devote as many class sessions as necessary to help the learner to discover the problem, "Ought we to have some class rules?" When he desires to have class rules, the teacher may direct a conversation which will help the learner discover the problem, "What shall our class

rules be?" After the class rules are stated, a conversation may be so directed as to help the child discover the problem, "What shall we do with these rules?"

II. *Defining the problem*

Refer to Step II of the teaching process, page 4.

III. *Searching the past experiences of the learner*

Refer to Step III of the teaching process, page 4.

IV. *Searching source material*

i. Situations.

"Today Miss Nelson is going to tell us about the cave-men," said Henry.

"O goodie, goodie, I can hardly wait," said James.

Some first-grade boys and girls were passing into the first-grade room for their story hour. Miss Nelson was not in the room. Four of the boys and girls went to the board and drew pictures. Some started to play together. They were all talking and laughing.

When Miss Nelson came into the room, she said, "Boys and girls, will you please take your seats and get ready for the story hour?"

The four boys at the board kept on drawing. (Those who were talking together kept on talking. Some who were playing together kept on playing.) James and Henry sat down at once for they were very anxious to hear about the cave-men. The rest kept on laughing and talking. "Will you please get ready for the story, boys and girls?" asked Miss Nelson. Only a few sat down, ready to hear the story.

SUGGESTIVE QUESTIONS

- a) Do you think that boys and girls have a happy time in school when they act this way? Why do you think as you do?

- b) How do you think they should act or what do you think they should do to have a happy time?
- c) Since these are rules, do you think that some class rules would have helped them to have had a happy time together? Why?

Some little children were having a great deal of fun in school playing with their toys; some of them were bouncing balls; some were playing with beanbags and others were playing with dolls. It was time to stop playing and the teacher asked them to put away their toys.

SUGGESTIVE QUESTIONS

- a) What should the children do? Why?
- b) What happens if they do not stop at once?

The teacher had told her class of boys and girls the story of the "Selfish Giant." "May we draw this story, Miss Smith?" asked Mary. "Oh yes, may we draw it?" "We'd like to draw it, too," said others.

"Certainly you may draw the story," said Miss Smith. The children clapped their hands for they were very happy that they could draw the story.

"May and John, you may help by passing the paper and crayolas. The rest of you may take your chairs to the tables. Each one of you can show how you can help."

SUGGESTIVE QUESTIONS

- a) What do you think each one could do to help?
- b) How do you think they should have gone to their tables?
- c) What should they do when they sit down at their tables?
- d) When should they start to draw? Why?

- e) When the teacher is explaining the work, what should they do?
- f) How should each one act when their neighbors are busy drawing?
- 2. Similar situations which the children bring out of their own experiences.
- 3. Stories.

Munsell, E. May, in the accompanying child's book:

"Rules That Help"

Perkins and Danielson, *The Second Mayflower Program Book*:

"Teacher's Day"

Rankin, Mary E., *Course for Beginners in Religious Education*:

"How Twelve Ducklings Learned To Ride"

- 4. Bible passages.

"A new commandment I give unto you, that ye love one another," John 13:34

"We are all laborers together with God," II Cor. 3:9

"The Golden Rule," Luke 6:31

V. *Analyzing the situation for possible outcomes*

Refer to Step V, page 5.

VI. *Evaluation and choice of outcome*

Refer to Step VI, page 5.

In Step I, when the teacher talked over the situation with the children, they may have given to the question, "How can we all be happy?" such answers as "Be quiet," "Be good," and "Mind your teacher." In evaluating and choosing the out-

come some of the children's answers need to be carefully considered and in some cases stated differently or eliminated. The child should be helped to discriminate as to times when they should be quiet and times when they need not. "Be good," may be analyzed and stated in more specific terms. It is not that the teacher should help the child to be obedient to her but instead it is to help the child to desire to be a co-operative member of the group. It is self-discipline that the teacher should desire to secure.

Suggestions for the chosen outcome are:

1. Work together in the church schoolroom.
2. Be kind in the church schoolroom.
3. Be polite in the church schoolroom.
4. Be helpful in the church schoolroom.

VII. *Appreciation*

Refer to page 5 of Introduction.

STORIES

Same as given under source material.

BIBLE PASSAGES

Same as given under source material.

SONGS

Springer, Blanche D., in the accompanying child's book:

"Sunbeams"

"Happy Thoughts"

PICTURES

Pictures may be selected from magazines.

PRAYER

A prayer for help and guidance to be co-operative.

NOTEBOOK WORK

Refer to notebook work, page 10.

VIII. *Testing the chosen outcome*

Refer to Step VIII of the teaching process, page 6.

The chosen outcome may be tested in all of the church schoolroom activities.

IX. *Generalization and stabilization*

The following general principles may be lifted out of the specific situation and may be used by the learner to help him meet similar situations in a Christian way.

1. Work together in any schoolroom.
2. Be kind in any schoolroom.
3. Be polite in any schoolroom.
4. Be helpful in any schoolroom.

The following furthering activities will aid in the generalization and stabilization of the outcome.

NOTEBOOK WORK

Refer to notebook work, page 10.

CONSTRUCTION WORK

1. Making of posters to illustrate the unit.
2. Clay-modeling to illustrate stories told.
3. Handwork projects which grew out of the immediate interests and needs of the group.

PLAY PERIOD

1. Free play with toys.
2. Group games.

ALL CHURCH SCHOOL ACTIVITIES

Story period, worship period, period of conversation, etc.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

X. *Integration*

Refer to page 7 of Introduction.

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction, and to page 29 of unit, "What Are We Going To Do in Vacation Church School?"

AREA: The Community

UNIT: How Shall We Act at a Church School Picnic?

PURPOSE:

The principal attitude which the teacher will help the learner to develop in this unit is courtesy. Attitudes which will enter as concomitants are kindness, helpfulness, neatness, and reverence.

INTRODUCTORY STATEMENTS

Going to picnics is within the experience of practically every primary child. He may be so guided as to meet, in a Christian way, the situations which arise while at a picnic. He may be helped to know how to conduct himself while at the picnic table, how to care for the picnic grounds, and how to help in all the other activities of the picnic.

STEPS IN THE TEACHING PROCESS

Refer to steps in the teaching process, page 3 of Introduction.

I. *Helping the learner to discover the situation*

Since children enjoy picnics and since they are doubtless anticipating a picnic while attending vacation church school, the teacher may feel assured that a question, somewhat as follows, will bring forth many enthusiastic responses.

The following conversation may be suggestive to the teacher:

Question: Would you like to have a picnic?

Learner: Oh, yes! We'd like a picnic, etc.

Teacher: I thought I would look at this poster which you made on the first day of vacation church school to see what you thought you would like to learn to do in the Christian way. You look at the poster and see if you can guess what I thought you would like to do.

Learner: It says right there [pointing], "while at a picnic."

Teacher: You guessed just right. I thought you'd like to learn to live together in the Christian way while at a picnic. Would you?

Learner: Yes.

Teacher: Why?

Learners: Because we'd have fun. . . . Because we want to know how to be good at a picnic, etc.

Teacher: All right! Will you help me to write our new problem?

II. *Defining the problem*

Refer to Step II of the teaching process, page 4.

III. *Searching the past experience of the learner*

Refer to Step III of the teaching process, page 4.

IV. *Search source material*

I. Situations.

"Next Friday will be our Sunday School Picnic," said the Sunday school superintendent to the boys and girls. "Bring your own lunch and be at the church at 9:00 o'clock. Auto trucks will be here and will take you to Arlington Park."

Arlington Park was a beautiful city park right near a large and wonderful lake. Oh, what a good time the boys and girls were to have! They ran home to tell their mothers and fathers all about the picnic.

Helen and James, who went to Sunday school, ran into their home all excited. "We're to have a picnic next Friday," they said. "We're to have a picnic next Friday." "We're going to Arlington Park, too. Won't we have fun?"

At last the big day came, and how early Helen and James got up! The very first thing, they ran to the window.

"The sun is shining," they cried. "Oh, goodie, goodie!"

"And it's warm, too!" said Helen. "Come on. Let's help pack our lunches."

Soon there were many fingers busy, packing two lunch baskets with sandwiches and apples and cookies, and, oh, so many good things.

At last it was 8:30 o'clock and time to go to the church. Lunch boxes under their arms, Helen and James were ready.

As mother kissed them good-bye, she said, "I am sure that my boy and girl know just how to act at a picnic. Don't they?"

"Yes, mother, we do," replied Helen.

"We'll not forget, either, mother," said James.

Then they both ran on to church school, waving their hands to their mother.

SUGGESTIVE QUESTIONS

- a) How do you think Helen and James should have acted while at the picnic table?
- b) When they were through eating their lunch what should they have done?
- c) How should they have treated others who were at the picnic?
- d) Then how do you think we should act when at a picnic?
2. Similar situations which the children bring out of their own experience.
3. Stories.

Munsell, E. May, in the accompanying child's book:

"A Lunch Basket"

Leberman, J. Marie, in the accompanying child's book:

"How a Boy Became King"

4. Bible passages.

"Be courteous," I Peter 3:8

"I will give thanks," Ps. 30:12

V. *Analyzing the situation for possible outcomes*

Refer to Step V, page 5.

VI. *Evaluation and choice of outcome*

Refer to Step VI, page 5.

Suggestions for the choice of outcome are:

1. Be polite at a church school picnic.
2. Be kind at a church school picnic.
3. Clean up everything after a church school picnic.
4. Thank God for the church school picnic.

VII. *Appreciation*

Refer to page 5 of Introduction.

STORIES

Same as given under source material.

BIBLE PASSAGES

Same as given under source material.

SONGS

Springer, Blanche D., in the accompanying child's book:

"Picnic Time"

PICTURES

The picture, "Grace before Meat," by Chardin, and pictures selected from magazines may be used.

PRAYER

I thank Thee, Father dear, in Heaven,
For all this food that Thou hast given;
For bread, potatoes, milk and meat,
And everything that's good to eat.

—FAITH BUSHNELL

NOTEBOOK WORK

Refer to notebook work, page 10.

VIII. *Testing the chosen outcome*

Refer to Step VIII of the teaching process, page 6.

1. Play picnic in the church schoolroom.

The children may play that they are at a picnic. They may have real picnic lunches or imaginary lunches, which they made of paper, clay, etc. These schoolroom picnics may help in testing the chosen outcome.

2. Real picnic.

The children may have a picnic in a nearby park if possible. This will be of the greatest value in testing the chosen outcome.

IX. *Generalization and stabilization*

The following general principles may be lifted out of the specific situation and may be used by the learner to help him meet similar situations in a Christian way.

1. Be polite at a picnic.
2. Be kind at a picnic.
3. Clean up everything after a picnic.
4. Thank God for the picnic.

The following furthering activities will aid in the generalization of the outcome:

NOTEBOOK WORK

1. Free-hand drawing illustrating children at a picnic.
2. Free-hand drawing illustrating stories.
3. Copying of general principles.

CONSTRUCTION WORK

The children may construct picnic grounds. Paper dolls may be introduced as a means of helping the child to express the attitudes of living together that they have discovered in meeting the situation.

PICNICS

The children may have indoor and outdoor picnics.

DRAMATIZATION

The children may dramatize the story, "How a Boy Became a King."

X. *Integration*

Refer to page 7 of Introduction.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction, and to page 29 of unit, "What Are We Going To Do in Vacation Church School?"

AREA: The Home

UNIT:

1. Ought We To Have Some Rules for Our Home?
2. What Shall Be Some Rules for Our Home?
3. What Shall We Do with These Rules?

PURPOSE:

The principal attitude which the teacher will help the learner to develop in this unit is love. Attitudes which will enter as concomitants are co-operation, self-control, helpfulness, obedience, and reverence.

INTRODUCTORY STATEMENTS

In a home in which there is the spirit of love and co-operation there is truly the Christian spirit. Many of the situations which the primary child faces arise in his home life. He will be helped to meet them in a Christian way through the mastery of this unit.

As a member of a play group, the child experiences happiness by co-operating in following the rules of the games. As a member of a school group, he is led to realize the joy that comes from co-operating in the keeping of the rules which grew out of the experiences of the class. In like manner, he will find happiness in co-operating in the keeping of some rules for the home.

These rules should be definite and capable of being observed. They should be formulated by the children under the guidance of and in co-operation with the teacher.

STEPS IN THE TEACHING PROCESS

I. *Helping the learner to discover the situation*

Refer to steps in the teaching process, page 3 of Introduction.

The following situation and questions may be suggestive to the teacher:

SITUATION

In a little white house on the hill, there lived a carpenter and his family. In this family there were mother and father, brother John, the oldest, sister Mary, James, just six years old, and baby Ellen.

It was early Saturday morning. Father had gone to work for he was helping build a large apartment building. At home there were many things to do. Mother was busy in the kitchen, washing dishes, baking a large batch of ginger cookies, and preparing dinner. Mary was dusting and at the same time she was watching baby sister. John was piling wood in the basement. He was working fast for it looked like a storm.

"Mother, may I go over to Bill's to play? He wants me to help him build a boat," asked James.

"Do you think you should go right now, James?" asked Mother.

SUGGESTIVE QUESTIONS

1. What do you think James should have done? Why?
2. How can everyone in a home help?
3. These are just like rules for our class or for a game, aren't they?
4. Do you think that a few rules in James' home would have helped? Why?
5. Shall we have some rules for our home? Why?
6. What is our new problem?

The teacher should give as many class sessions as are needed to help the children desire to have some rules for the home. Then a conversation may be so directed as to help the learners discover the problem, "What shall be some rules for our home?" After the rules are stated, the children through conversation may be helped to discover the problem, "What shall we do with these rules?"

II. *Defining the problem*

Refer to Step II of the teaching process, page 4.

III. *Searching the past experiences of the learner*

Refer to Step III of the teaching process, page 4.

IV. *Searching source material*

1. Situations.

Joe and Anna were outdoors playing. What a good time they were having as they were playing ball. It was dinner time. Mother called them to dinner.

SUGGESTIVE QUESTIONS

- a) What do you think Joe and Anna did?
- b) Even though boys and girls wish to keep on with their play, what should they do when their parents call them? Why?
2. Similar situations which the children bring out of their own experiences.
3. Stories.

Leberman, J. Marie, in the accompanying child's book:

"How Betty Learned To Be Happy"

Danielson and Stoker, *Good American Vacation Lessons*:

"Rosalie's Fingers"

Lindsay, Maud, *More Mother Stories*:

"How the House was Built"

4. Bible passages.

"A new commandment I give unto you, that ye love one another," John 13:34

"Children, obey your parents," Eph. 6:1

"We are all laborers together with God,"
I Cor. 3:9

"The Golden Rule," Luke 6:31

V. *Analyzing the situation for possible outcomes*

Refer to Step V, page 5.

VI. *Evaluating and choice of outcome*

Refer to Step VI, page 5.

Suggestions for the chosen outcome are:

1. Love one another in the home.
2. Everyone in the home should help.
3. Be kind in the home.
4. Do not want your own way in the home.
5. Be helpful in the home.

VII. *Appreciation*

Refer to page 5 of Introduction.

STORIES

Same as given under source material.

BIBLE PASSAGES

Same as given under source material.

SONGS

Springer, Blanche D., in the accompanying child's book:

"A Happy Home"

Baker, *Songs for the Little Child*:

"The Child Jesus"

PICTURES

Pictures may be selected from magazines.

PRAYER

A prayer of gratitude and for help and guidance to keep the rules for the home.

NOTEBOOK WORK

Refer to notebook work, page 10.

VIII. *Testing the chosen outcome*

Refer to Step VIII of the teaching process, page 6.

The chosen outcome may be tested in all home activities.

IX. *Generalization and stabilization*

The following general principles may be lifted out of the specific situation and may be used by the learner to help him meet similar situations in a Christian way.

1. Love one another.
2. Everyone should help.
3. Be kind.
4. Do not want your own way.
5. Be helpful.

The following furthering activities will aid in the generalization and stabilization of the outcome:

NOTEBOOK WORK

Refer to notebook work, page 10.

CONSTRUCTION WORK

1. Making a poster to illustrate the unit.
2. Making gifts for different members of the family.
3. Constructing a home and putting people in it participating in various home activities.
4. Construction of costumes and stage properties for dramatization.

PLAY

1. Free play, under guidance, with toys.
2. Group games.

ORIGINAL STORIES

Refer to paragraph on "Original Stories," page 10 of Introduction.

DRAMATIZATION

Refer to paragraph on dramatization, page 10 of Introduction.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

X. *Integration*

Refer to page 7 of Introduction.

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction, and to page 29 of unit, "What Are We Going To Do in Vacation Church School?"

AREA: The Community

UNIT: How Can We Help Make —— Park Beautiful?

PURPOSE:

The principal attitude which the teacher will help the children to develop in this unit is helpfulness. Attitudes which will enter as concomitants are co-operation and orderliness.

INTRODUCTORY STATEMENTS

Practically every child, whether in a city or in a village, in a residential or a congested district, has the opportunity to enjoy the public parks. They were planned and made to give pleasure to the people in the community. It is, therefore, they who should assume some responsibility in the upkeep of the parks. Since the enjoyment of them is within the experience of even the primary child, he, too, should be led to share in this responsibility.

STEPS IN THE TEACHING PROCESS

Refer to steps in the teaching process, page 3 of Introduction.

I. *Helping the learner to discover the situation*

The children may participate in some activity in a nearby park. They may assemble to talk over this experience. The following conversation, which has been used successfully, may serve as a guide to the teacher in helping the learner discover the situation:

Question: What kind of a time did you have in —— park today? [Talking the situation over together.]

Learner: A good time. . . . I like to play there, etc.

Teacher: Why do you like to play in —— park?

Learners: Because we can have fun. . . . It is pretty there, etc. [The teacher should try to draw from the children an expression of appreciation of the beauty of the park.]

Teacher: Why do you think —— park is beautiful?

Learners: Because there are flowers in —— park. . . . Because the grass is so nice and green, etc.

Teacher: Do you think that people always act, while they're in a park, as though they thought it were beautiful?

Learner: No.

Teacher: Why not?

Learners: They throw paper on the grass. . . . They hurt the flowers, etc.

Teacher: Do you think each one of us should help keep —— park beautiful?

Learner: Yes.

Teacher: Why?

Learners: Because we shouldn't spoil it for others. . . . Because we want it nice, etc.

Teacher: What do you think is our new problem?

[The conversation may be directed to help the learner discover the situation, and to define the problem, which should be stated in the words of the learner. It may be stated somewhat as follows: "How can we help make —— park beautiful?"]

II. *Defining the problem*

Refer to Step II of the teaching process, page 4.

III. *Searching the past experience of the learner*

Refer to Step III of the teaching process, page 4.

IV. *Searching source material*

1. Situations

Some children were in a park playing ball. Harold missed catching the ball and it fell right in the middle of a bed of beautiful tulips.

SUGGESTIVE QUESTIONS

- a) What should Harold have done?
- b) What should the rest of the children have done?
- c) How can we help care for the flowers in the park?

It was in the spring and the gardener had just planted some grass seed in a barren place in the park. He had put up a sign which read, "Please keep off the grass."

SUGGESTIVE QUESTIONS

- a) Why did the gardener put up that sign?
- b) What could people do to help the gardener?

Jack, Bobby, and Wayne were playing in the park. They rode on the merry-go-round and on the see-saws. They did many tricks on the horizontal bars. Such a good time as they had.

Each one of the boys had five cents to spend. "Let's buy something with our nickles," said Jack. "I'm hungry."

"Let's do!" said both Bobby and Wayne.

"There's a candy stand over there. Come on, let's go there," said Bobby.

Each of the three boys bought a box of cracker-jack and sat down on the grass while they ate it. How good it tasted and how quickly it disappeared!

"Let's play some more," said Wayne and off the boys ran to the playground.

SUGGESTIVE QUESTIONS

- a) What do you think happened to the cracker-jack boxes?
- b) When in a park, what should we do with paper and other scraps?
2. Similar situations which the children bring out of their own experiences
3. Stories.
Munsell, E. May, in the accompanying child's book:
"Everybody Helped"
4. Bible passages.
"We are laborers together with God," I Cor. 3:9

For lo the winter is past,
The rain is over and gone;
The flowers appear on the earth;
The time of the singing of birds is come.
—Song of Solomon 2:11, 12

V. *Analyzing the situation for possible outcomes*

Refer to Step V, page 5.

VI. *Evaluation and choice of outcome*

Refer to Step VI, page 5.

Suggestions for the chosen outcome are:

- a) Pick up all scraps of paper in —— park.
- b) Clean up everything after a picnic in —— park.
- c) Be careful of the grass and flowers in —— park.
- d) Everyone should help to make the park beautiful.

VII. *Appreciation*

Refer to page 5 of Introduction.

STORIES

Same as given under source material.

BIBLE PASSAGES

Same as given under source material.

SONGS

Springer, Blanche D., in the accompanying child's book:

"Our Park"

PICTURES

Pictures may be selected from magazines.

PRAYER

Prayer of gratitude should be given.

NOTEBOOK WORK

Refer to notebook work, page 10.

VIII. *Testing the chosen outcome*

Refer to Step VIII of the teaching process, page 6.

When the children go to the park, the chosen outcome may be tested.

IX. *Generalization and stabilization*

The following general principles may be lifted out of the specific situation and may be used by the learner to meet similar situations in a Christian way.

1. Pick up all scraps of paper in the park.
2. Clean up everything after a picnic in the park.

3. Be careful of the grass and flowers in the park.
4. Everyone should help to make the park beautiful.

The following furthering activities will aid in the generalization and stabilization of the outcome:

NOTEBOOK WORK

Refer to notebook work, page 10.

CONSTRUCTION WORK

1. The children may make a poster which will illustrate the unit.
2. The children may build a city park. Paper dolls may be introduced as a means of helping the child to express the attitudes of living together that they have discovered in meeting the situation.

ORIGINAL STORIES

Refer to page 10 of Introduction.

ACTIVITIES IN A NEARBY PARK

The children may participate in a play period, a picnic, or a walk in the park.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

X. *Integration*

Refer to page 7 of Introduction.

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction, and to page 29 of unit, "What Are We Going To Do in Vacation Church School?"

AREA: The World of Nature

UNIT: How Do Sweet Peas Come from Little Seeds?
Who Makes the Sweet Peas?

PURPOSE:

1. To lead the learner to discover God through nature.
2. To help the learner to develop, as the principal attitude, the attitude of reverence, and as concomitants, the attitudes of co-operation and love.

INTRODUCTORY STATEMENTS

The primary child is interested in the world of nature. He loves the pets, birds, and flowers and asks many questions about them. Those interests may be so directed by the teacher as to help the learner to discover God in nature, to know God as a kind and loving Father, and to feel God as a force working within him, helping him to live in a Christian way.

STEPS IN THE TEACHING PROCESS

Refer to steps in the teaching process, page 3 of Introduction.

I. Helping the learner to discover the situation

The teacher may provide flowers and arrange them so that they will awaken the child's interest in them and cause him to ask questions in regard to them. He will doubtless wish to know where the teacher got the flowers. The conversation may be so directed that a question, similar to the one given below, will be raised.

Question: Where did these flowers come from?

Teacher: Where do you think they came from?

Learners: From your garden? From the greenhouse, etc.

Teacher: Yes, I picked them in our garden this morning.

But how does it happen that they were in the garden?

Learners: Someone planted them there. There were seeds put in the ground, etc.

Teacher: Yes, someone planted some seeds, just like these [showing seeds to the children]. When I look at these seeds and then at these flowers it makes me wonder something. Does it you?

Learner: Yes.

Teacher: What does it make you wish to know?

II. *Defining the problem*

Refer to Step II in the teaching process, page 4.

III. *Searching the past experience of the learner*

Talk the situation over with the children, asking them to tell of times when they have had gardens and cared for them. The teacher may direct the conversation to help the learners begin to analyze the situation for possible outcomes and to evaluate and choose the outcome.

IV. *Searching the source material*

1. Similar situations which the children bring out of their own experiences.
2. Stories.

Munsell, E. May, in the accompanying child's book:

"Helping To Keep the World Beautiful"

Leberman, J. Marie, in the accompanying child's book:

"A Little Brown House"

Poussland, Annie E., *Half a Hundred Stories:*
 "The Little Seed"

3. Bible passages.

For lo the winter is past,
 The rain is over and gone;
 The flowers appear on the Earth;
 The time of the singing of birds is come.

—Song of Solomon, 2:11, 12

"Consider the lilies of the field, how they grow,"
 Matt. 6:28

V. *Analyzing the situation for possible outcomes*

Refer to Step V, page 5.

VI. *Evaluation and choice of outcome*

Refer to Step VI, page 5.

Suggestions for the chosen outcome are:

1. God planned the seeds of the sweet peas and the way the sweet peas should grow.
2. God sends the rain and the sunbeams to make the sweet peas grow.
3. God needs people to help Him care for the sweet peas.
4. God makes the sweet peas.

VII. *Appreciation*

Refer to page 5 of Introduction.

STORIES

Same as given under source material.

BIBLE PASSAGES

Same as given under source material.

SONGS

Springer, Blanche D., in the accompanying child's book:

"A Garden"

Danielson, *Songs for Little People*:

"Each Little Flower That Opens"

Leyda Publishing Company, *Melodies*:

"Meadow Flowers"

PICTURES

"Summer Pleasures," Plockhorst.

Pictures may be selected from magazines.

PRAYER

Refer to page 14 of Introduction.

A prayer of gratitude for flowers.

NOTEBOOK WORK

Refer to notebook work, page 10.

VIII. *Testing the chosen outcome*

While watching the seeds which they planted in the church school garden, the chosen outcome may be tested.

IX. *Generalization and stabilization*

The following general principles may be lifted out of the specific situation and may be used by the learner to help him meet similar situations in a Christian way.

1. God planned seeds and the way flowers grow.
2. God sends the rain and the sunbeams to make flowers grow.
3. God needs people to help Him care for flowers.
4. God makes the flowers.

The following furthering activities will aid in the generalization and stabilization of the outcome:

NOTEBOOK WORK

Refer to notebook work, page 10.

CONSTRUCTION WORK

1. Making posters to illustrate this unit.
2. The children may make flower pots out of clay. They should be dried in the sun, lined with paraffin, and enameled.

ORIGINAL STORIES

Refer to page 10 of Introduction.

DRAMATIZATION

Refer to page 10 of Introduction.

PLAY

Flower games may be planned and played. For example the one who is "It" may give each child the name of a flower. He may make up a story about gathering flowers. The one who has the name of the flower mentioned should stand up, whirl around, and sit down before the one who is "It" gets his place. When the flower basket tips over, all should change places. The one who is left without a chair is "It."

HOME ACTIVITY

Planting the flowers at home.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

X. *Integration*

Refer to page 10 of Introduction.

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction, and to page 29 of unit, "What Are We Going To Do in Vacation Church School?"

AREA: The World of Nature

UNIT: How Shall We Care for the Flowers in Our Church
School Garden?

PURPOSE:

1. To help the learner to discover God through nature.
2. To help the learner develop, as the principal attitude, the attitude of reverence and as concomitants the attitudes of helpfulness, co-operation, and gratitude.

INTRODUCTORY STATEMENT

The primary child is naturally of a sympathetic and loving disposition. Since he is interested in all things of nature, he may be led to desire to plant flowers and to care for them. There is no better way of developing, in a child, attitudes of helpfulness and co-operation and of leading him to know God as a kind and loving Father.

STEPS IN THE TEACHING PROCESS

Refer to steps in the teaching process, page 3 of Introduction.

I. *Helping the learner to discover the situation*

If the children have mastered the unit, "How Do Flowers Come from Little Seeds? Who Makes the Flowers?" and if, in the mastery of it, the children planted seeds, this unit may naturally arise, as an immediate situation. In talking over together the making of a garden, the conversation may be directed to help the learner discover the

situation and to define the problem, which should be stated somewhat as follows: "How shall we care for the flowers in our church school garden?"

II. *Defining the problem*

Refer to Step II of the teaching process, page 4.

III. *Searching the past experience of the learner*

Talk the situation over with the children, asking them to tell of times when they have had gardens and cared for them. The teacher may direct the conversation to help the learners begin to analyze the situations for possible outcomes and to evaluate and choose the outcome.

IV. *Searching source material*

I. Situations.

"Oh, Mother and Daddy, see what Miss Francis gave each one of us in Sunday school," exclaimed Marjory as she burst into the house all excited and showed a package of nasturtium seeds to her parents. "May I have a flower garden and take care of it all myself? Oh, I'd love to do that! May I?"

Mother and Daddy both smiled and nodded their heads, "Yes."

"Oh goodie, goodie," said Marjory as she clapped her hands. "Where may I have my garden?"

"The garden plot near the apple tree will be a fine place for a nasturtium bed. Don't you think so, Mother?" said Daddy.

"Yes, that will be a splendid place for our little girl to have her garden," said Mother.

"Oh, that will be wonderful! But," said Marjory, as she pulled her chair close to her mother and father, "Will you tell me just what I should do, just how I should care for our flowers?"

In talking the situation over together, the teacher may ask a question somewhat as follows:

"How do you think mother and father answered Marjorie's question, 'How shall I care for our flowers?' "

2. Similar situations which the children bring out of their own experience.

3. Stories.

Munsell, E. May, in the accompanying child's book:

"Helping To Keep the World Beautiful"

Bushnell, Faith, in the accompanying child's book:

"A Little Gardener"

4. Bible passages.

For lo the winter is past,
The rain is over and gone,
The flowers appear on the earth;
The time of the singing of birds is come.

—Song of Solomon 2:11, 12

"Consider the lilies of the field, how they grow,"

Matthew 6:28

"We are all laborers together with God," I Cor.

3:9

V. *Analyzing the situation for possible outcomes*

Refer to Step V of the teaching process, page 5.

VI. *Evaluation and choice of outcome*

Refer to Step VI, page 5.

Suggestions for the chosen outcome are:

a) We should plant the seeds carefully in our church school garden.

- b) We should keep our church school garden weeded.
- c) We should water the plants in our church school garden carefully.
- d) God needs us to help Him to take care of the flowers in our church school garden.

VII. *Appreciation*

Refer to page 5 of Introduction.

STORIES

Same as given under source material.

BIBLE PASSAGES

Same as given under source material.

SONGS

Springer, Blanche D., in the accompanying child's book:

"Flowers Gay"

"Happy Thoughts"

Baker, *Songs for the Little Child*:

"All Things Bright and Beautiful"

Danielson, *Songs for Little People*:

"Praise Him"

"The Sleeping Flowers"

PICTURES

Pictures may be selected from magazines.

PRAYER

Refer to page 14 of Introduction.

A prayer which should be an expression of gratitude for all things in nature.

NOTEBOOK WORK

Refer to notebook work, page 10.

VIII. *Testing the chosen outcome*

Refer to Step VIII of the teaching process, page 6. While caring for a school garden, the chosen outcome may be tested.

IX. *Generalization and stabilization*

The following general principles may be lifted out of the specific situation and may be used by the learner to help him meet similar situations in a Christian way.

1. God needs us to help him take care of the flowers by
 - a) Planting the seeds carefully.
 - b) Keeping the garden free from weeds.
 - c) Watering the plants carefully.

The following furthering activities will aid in the generalization and stabilization of the outcome:

NOTEBOOK WORK

Refer to notebook work, page 10.

CONSTRUCTION WORK

1. Making a poster to illustrate this unit.
2. Making flower pots from clay.
3. Making costumes and stage properties for dramatization.
4. Designing greeting cards, invitations, etc., with flowers.

ORIGINAL STORIES

Refer to page 10 of Introduction.

DRAMATIZATION

Refer to page 10 of Introduction.

PLANTING AND CARING FOR FLOWERS

The children should plant flowers at home or at school or both places and should be encouraged to care for them.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

X. *Integration*

Refer to page 7 of Introduction.

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction, and to page 29 of unit, "What Are We Going To Do in Vacation Church School?"

AREA: The Home

UNIT: How Shall I Talk to God When at Home?

PURPOSE:

The principal attitude which the teacher will help the learner to develop in this unit is reverence. Attitudes which will enter as concomitants are co-operation, unselfishness, and love.

INTRODUCTORY STATEMENTS

Research has shown that the primary child asks questions about God, Jesus, prayer, etc., and formulates very definite ideas about them. It is very important that this interest be so directed that the child may learn to know God as a kind and loving Father and that through prayer he will be given help, guidance, and happiness. The child should be helped to pray intelligently to eliminate fear and superstition and to prevent other breakdowns relative to matters definitely religious.

STEPS IN THE TEACHING PROCESS

Refer to steps in the teaching process, page 3 of Introduction.

I. *Helping the learner to discover the situation*

The following situation and questions may serve as a guide to the teacher to help the learner to discover the problem.

It was a cold winter night. A bright fire was burning in the fireplace. Mother sat in a big arm chair, little sister was in mother's lap, and by her side was little Bobby. He had pulled his chair close to his mother's side.

"Tell me another story from the Bible, will you please, Mother?" asked Bobby.

"Very well, I will," said Mother. "I will tell you a story about Jesus."

It was a wonderful story and Bobby listened very carefully. It was about Jesus' helping the fisherman, about His talking to many, many people, and about His healing the sick. It was also about Jesus' praying to God and receiving strength from God to do the many hard things which He had to do.

When mother had finished the story, Bobby looked up into her face and said, "Mother can we talk to God as Jesus did?"

"Yes, Bobby, you can," said mother. "God will hear you, too, when you talk to Him."

"Oh, Mother, please tell me how do you talk to God?"

Then mother told little Bobby how he could talk to God.

QUESTIONS

1. What do you think Bobby's mother told him?
2. What do you think is our new problem?

II. *Defining the problem*

Refer to Step II of the teaching process, page 4.

III. *Searching the past experience of the learner*

Refer to Step III of the teaching process, page 4.

IV. *Searching source material*

1. Similar situations which the children bring out of their own experience.
2. Stories.

Munsell, E. May, in the accompanying child's book:

"Talking to God, Our Father"

3. Bible passages.

Luke 11:2-4; Matt. 6:1-18.

After a conversation somewhat as follows, the teacher may tell in simple words Jesus' teachings of prayer given in these two Bible passages.

One day Jesus and His disciples were together in a certain place and Jesus was praying. When Jesus stopped praying one of His disciples said unto Him, "Lord teach us to pray." And Jesus taught them how to pray (Luke 11:1).

Would you like to know what Jesus taught His disciples about praying?

V. *Analyzing the situation for possible outcomes*

Refer to Step V, page 5.

VI. *Evaluation and choice of outcome*

Refer to Step VI, page 5.

Suggestions for the chosen outcome are:

1. Be quiet when talking to God, while at home.
2. Remember God is always with you, loving and helping you, while at home.
3. Mean what you say when you talk to God, while at home.
4. Think of others when you talk to God, while at home.

VII. *Appreciation*

Refer to page 5 of Introduction.

STORIES

Same as given under source material.

BIBLE PASSAGES

Same as given under source material.

SONGS

Springer, Blanche D., in the accompanying child's book:

"Our Prayer"

Rankin, Mary E., *A Course for Beginners in Religious Education*:

"Guard Thy Children"

Leyda Publishing Company, *Melodies*:

"Keep Thou the Door of My Lips"

Danielson, *Songs for the Little People*:

"Morning Hymn"

PICTURES

"Infant Samuel," Reynolds

"Prayer," Charles Scribner's Sons

"Morning Prayer," Starch

"Evening Prayer," Starch

PRAYER

The children should be given an opportunity to offer their own prayers. A class prayer may be written.

NOTEBOOK WORK

Refer to notebook work, page 10.

VIII. *Testing the chosen outcome*

Refer to Step VIII of the teaching process, page 6.

The children may be given an opportunity to pray.

IX. *Generalization and stabilization*

The following general principles may be lifted out of the specific situation and be used by

the learner to meet similar situations in a Christian way.

1. Be quiet when talking to God.
2. Remember God is always with you, loving and helping you.
3. Mean what you say when you talk to God.
4. Think of others when you talk to God.

The following furthering activities will aid in the generalization and stabilization of the outcome:

NOTEBOOK WORK

Refer to notebook work, page 10.

OBSERVATION TRIPS

A study of nature, with all its beauty of the summer time.

PRAYER

1. The children may be given an opportunity to pray at church school.
2. They may be helped to desire to pray at home.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

X. *Integration*

Refer to page 7 of Introduction.

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction, and to page 29 of unit, "What Are We Going To Do in Vacation Church School?"

AREA: Play

UNIT: How Do We Play the Game While at Church School?

PURPOSE:

The principal attitude which the teacher will help to develop in this unit is fair play. Attitudes which will enter as concomitants are cheerfulness, co-operation, kindness, and self-control.

INTRODUCTORY STATEMENTS

Many situations which the primary child faces arise while he is playing group games. He should be helped to meet these situations in a Christian way. This unit may cover two or more class sessions.

STEPS IN THE TEACHING PROCESS

Refer to steps in the teaching process, page 3 of Introduction.

I. *Helping the learner to discover the situation*

The following discussions, which have been used in developing this unit, may serve as a suggestion that will guide the teacher to help the child discover the problem, "How do we play the game while at church school?" The children may participate in group games and then assemble to talk over the immediate situation, which may be negative or positive.

NEGATIVE SITUATION

Teacher: Did you have a good time playing this game?

Learner: No.

Teacher: Why not?

Learners: Because we were rough. . . . Because we didn't play fair, etc.

Teacher: It looks as if we have another problem, doesn't it?

Learner: Yes.

Teacher: What is it? [The teacher should help the children state the problem.]

POSITIVE SITUATION

Teacher: Did you have a good time playing this game?

Learner: Yes.

Teacher: Why do you think you had a good time?

Learners: Because everybody played nice. . . . No one was rough, etc.

Teacher: Then, how do you think we should play the game? Why, that's another problem, isn't it?

Learner: Yes.

Teacher: Shall we talk about it?

Learner: Yes.

Teacher: Why?

Learner: Because it will help us to be happy, etc.

Teacher: All right, we'll talk about this new problem. You tell me how you would like to word this problem.

II. *Defining the problem*

Refer to page 4 of Introduction.

III. *Searching the past experience of the learner*

Talk the situation over with the children and ask them to tell of times when they had a happy time playing games. Analyzing the situation for possible outcomes, evaluation, and choice of outcome will doubtless begin in this step of teaching.

IV. *Searching source material*

I. Situations.

One day some boys and girls at school were playing beanbag. When it was their turn to be "It," Molly,

Jack, and LeRoy threw the bag so that others would miss it. The one who missed catching the bag would then have to be "It."

The following questions, which have been used successfully, may serve as a guide to the teacher.

- a) Would we like to have the beanbag thrown to us in this way?
- b) In this game how shall we throw the bag?
- c) What happens when boys and girls throw the bag in this way?
- d) How do you think that we should play beanbag?
- e) Then how do you think we should play any game?

During the play hour in school, Floyd said, "Let's play 'Cat and Rat.'"

"Let's do!" said all but Rosie.

"Aw, I don't want to play 'Cat and Rat,' I want to play 'Farmer in the Dell,'" said Rosie.

"'Farmer in the Dell' is fun," said Miss Jones. "We can play that after we play 'Cat and Rat,' Rosie. You will play 'Cat and Rat,' won't you?"

"No," said Rosie, "I don't want to play 'Cat and Rat,' I want to play 'Farmer in the Dell.'"

The following questions, which have been used successfully by the author, may serve as a guide to the teacher:

- a) Should we ever play a different game from the one we want to play?
- b) Floyd and Rosie wanted to play different games. What do you think Rosie ought to have done?

- c) How many does it take to spoil a good time?
- d) Then how do you think we should play the game?
- 2. Similar situations which the children bring out of their own experiences.
- 3. Stories.
Munsell, E. May, in the accompanying child's book:
 "A Fable about Not Playing Fair"
Danielson and Stoker, *Good American Vacation Lessons*:
 "The Party"
 "The Lesson of the Looking Glass"
- 4. Bible passages.
 "Be strong and of good courage," Joshua 1:9
 "The Golden Rule," Luke 6:31
 "Do that which is honest," II Cor. 13:7

V. *Analyzing the situation for possible outcomes*

Refer to Step V of the teaching process, page 5.

The children may discuss times when they have played games together in church school, telling when they had a happy time and when they did not.

VI. *Evaluation and choice of outcome*

Refer to Step VI of the teaching process, page 5.

Suggestions for the chosen outcome are:

- 1. Play fair when playing a game at church school.
- 2. Be happy when playing a game at church school.
- 3. Be kind when playing a game at church school.
- 4. Don't quarrel when playing a game in church school.

VII. *Appreciation*

STORIES

Same as given under source material.

BIBLE PASSAGES

Same as given under source material.

SONGS

Springer, Blanche D., in the accompanying child's book:

"The Yellow Dandelion"

Baker, *Songs for the Little Child*:

"The Child Jesus"

"Children Playing"

"The World's a Very Happy Place"

PICTURES

Pictures to illustrate this unit may be selected from magazines.

PRAYER

Refer to page 14 of Introduction.

A prayer for strength to be brave while at play.

NOTEBOOK WORK

Refer to notebook work, page 10.

VIII. *Testing the chosen outcome*

Refer to Step VIII of the teaching process, page 6.

While playing games in church school the chosen outcome may be tested.

IX. *Generalization and stabilization*

The following general principles may be lifted out of the specific situation and may be used by the

learner to help him meet similar situations in a Christian way.

1. Play fair in a game.
2. Be happy in a game.
3. Be kind in a game.
4. Don't quarrel in a game.

The following furthering activities will aid in the generalization and stabilization of the outcome:

NOTEBOOK WORK

Refer to notebook work, page 10.

CONSTRUCTION WORK

1. The children may make a poster to illustrate the unit.
2. The children may illustrate the stories by clay-modeling.
3. The children may make costumes and stage properties for dramatization.

PLAY PERIOD

The children may play games together.

ORIGINAL STORIES

Refer to paragraph on prayer, page 10 of Introduction.

The children may tell original stories which will illustrate the unit.

DRAMATIZATION

Refer to paragraph on dramatization, page 10 of Introduction, and page 40.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

X. *Integration*

Refer to page 7 of Introduction.

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction, and to page 29 of unit, "What Are We Going To Do in Vacation Church School"?

AREA: Play

UNIT: What Shall I Do If Someone Starts To Quarrel with Me While at Play?

PURPOSE:

The principal attitude which the teacher will help the learner to develop in this unit is self-control. Attitudes which will enter as concomitants are kindness, courtesy, and love.

INTRODUCTORY STATEMENTS

The primary child, in his home, in school, and in his play-life very frequently faces the problem, "What shall I do if someone starts to quarrel with me?" He should be helped to meet this problem in a Christian way.

It is suggested that this unit be mastered only if an immediate situation, in which this problem is involved, arises. As many class sessions should be devoted to this unit as are necessary to master it partially, continuing the mastery of it in all similar situations.

STEPS IN THE TEACHING PROCESS

Refer to steps in the teaching process, page 3 of Introduction.

I. *Helping the learner discover the situation*

Whenever the problem involved in this unit arises to the extent that it interferes with the happiness of the group, the children should be assembled to talk it over together. The following conversation, which has been used successfully in

developing the unit may serve as a guide to the teacher to help the learner to discover the situation.

Teacher: Have you all been having a happy time?

Learner: No.

Teacher: Why not?

Learner: Some of the children have been quarreling, etc.

[Care should be taken in making all discussion impersonal. The children can be led to realize that it is not kind or polite to mention names.]

Teacher: We have another problem, haven't we? A very important one it seems to be. [She should write the problem on the board as she repeats it.] Do you think we had better talk about this problem to help us live together in the Christian way?

Learner: Yes.

Teacher: Why?

Learners: Because we can't have fun when people quarrel.

. . . . Because our good times are spoiled, etc.

Teacher: Very well! Let us find out the best thing we should do if someone starts to quarrel with us. How shall we word this problem?

II. *Defining the problem*

Refer to Step II of the teaching process, page 4.

III. *Searching the past experience of the learner*

Refer to Step III of the teaching process, page 4.

IV. *Searching source material*

1. *Situations.*

Two boys, Fred and Frank, were on the playground playing ball. Frank was running very fast and bumped into Fred by mistake. Fred started to cry and hit Frank.

"There, you!" he said, "Take that for bumping into me. You bumped me on purpose."

QUESTIONS

These questions may serve as a guide to the teacher to help the children meet the situation.

- a) What do you think Frank did?
 - b) What do you think Frank should have done?
 - c) Then what do you think you should do if someone starts to quarrel with you?
2. Similar situations which the children bring out of their own experience.
 3. Stories.

Munsell, E. May, in the accompanying child's book:

"It Takes Two To Quarrel"

Rankin, Mary E., *A Course for Beginners in Religious Education*, "The Fairy Cap"

4. Bible passages.

"Be strong and of a good courage," Josh. 1:9

"A new commandment I give unto you, that ye love one another," John 13:34

"A soft answer turneth away wrath," Prov. 15:1

"Overcome evil with good," Rom. 12:21

V. *Analyzing the situation for possible outcomes*

Refer to Step V of the teaching process, page 5.

VI. *Evaluation and choice of outcome*

Refer to Step VI of the teaching process, page 5.

Suggestions for the chosen outcome are:

1. Do not hit back while at play.
2. Walk away from a quarrel while at play.
3. Be kind while at play.
4. Be courteous while at play.

VII. *Appreciation*

Refer to page 5 of Introduction.

STORIES

Same as given under source material.

BIBLE PASSAGES

Same as given under source material.

SONGS

Springer, Blanche D., in the accompanying child's book:

"Quarreling"

Baker, *Songs of the Little Child*

"The Child Jesus"

"Children Playing"

"The World's a Very Happy Place"

PICTURES

Pictures of children playing together and helping each other may be selected from magazines.

PRAYER

A prayer for courage and guidance to help the learner meet the situation.

NOTEBOOK WORK

Refer to notebook work, page 10.

VIII. *Testing the chosen outcome*

Refer to Step VIII of the teaching process, page 6.

IX. *Generalization and stabilization*

The following general principles may be lifted out of the specific situation and may be used by

the learner to meet similar situations in a Christian way.

1. Do not hit back.
2. Walk away from a quarrel.
3. Be kind.
4. Be courteous.

The following furthering activities will aid in the generalization and stabilization of the outcome:

NOTEBOOK WORK

Refer to notebook work, page 10.

CONSTRUCTION WORK

A handwork project which grew out of the interests and needs of the group may be carried through by the children to completion.

ORIGINAL STORIES

Refer to page 10 of Introduction.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

X. *Integration*

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction, and to page 29 of unit, "What Are We Going To Do in Vacation Church School?"

AREA: Play

UNIT: How Can My Tongue Help While at Play?

PURPOSE:

The principal attitude which the teacher will help the learner to develop in this unit is clean speech. Attitudes which will enter as concomitants are self-control, kindness, and love.

INTRODUCTORY STATEMENTS

In his life-experiences the primary child faces situations in which he is apt to express himself by the use of unkind, discourteous words. He should be led to meet these situations in a Christian way.

It is suggested that this unit be presented only if an immediate situation, in which this problem is involved, arises.

STEPS IN THE TEACHING PROCESS

Refer to steps in the teaching process, page 3 of Introduction.

I. *Helping the learner to discover the situation*

Whenever the problem presented in this unit arises to the extent that it interferes with the happiness of the group, the children should be assembled for class discussion. Care should be taken that all of the discussion is impersonal. The children must be led to realize that it is not kind or polite to mention names.

The teacher may use the following conversation as a guide to help the learner discover the situation.

Teacher: Why do you think Miss —— has called you together?

Learners: Because some haven't said nice things. . . .
Because some have been swearing, etc.

Teacher: I'm sorry to say that this is just the reason. We have another problem, haven't we, that we want to learn about right away? What do you think the problem is? [With the help of the children the teacher may define the problem.]

II. *Defining the problem*

Refer to Step II of the teaching process, page 4 of Introduction.

III. *Searching the past experience of the learner*

Refer to Step III of the teaching process, page 4.

IV. *Searching source material*

1. Situations.

It was in the evening after dinner. Mother and Father were reading. Sister Martha and Baby Brother were sitting on the floor, playing with blocks. Sister was building houses and garages for Baby Brother. John was bouncing his fine, big ball. Bang! It bounced right on top of one of the houses and down the house fell! Up Martha jumped! She started to say something unkind to John, but she didn't. As she sat down and started to build the house again, she said, "That's all right, John, we will build another house."

SUGGESTIVE QUESTIONS

- a) What did Helen almost say?
- b) What would have happened if she had said unkind things to John?
- c) What did she say?
- d) What happened because she did say kind words?

- e) What do you think that John did?
2. Similar situations which the children bring out of their own experience.
 3. Stories.
Munsell, E. May, in the accompanying child's book:
 "Two Tongues"
Rankin, Mary E., *A Course for Beginners in Religious Education*
 "Little Harweda"
 "The Fairy Cap"
 4. Bible passages
 "Keep thy tongue from evil," Ps. 34:13
 "O Lord, Keep Thou the Door of My lips,"
 Ps. 141:3

V. *Analyzing the situation for possible outcomes*

Refer to Step V of the teaching process, page 5.

VI. *Evaluation and choice of outcome*

Refer to Step VI of the teaching process, page 5.

Suggestions for the chosen outcome are:

1. Do not swear while at play.
2. Talk kindly while at play.
3. Talk politely while at play.

VII. *Appreciation*

STORIES

Same as given under source material.

BIBLE PASSAGES

Same as given under source material.

SONGS

Springer, Blanche D., in the accompanying child's book:

"Help My Tongue"

Leyda Publishing Company, *Melodies*:

"Keep Thou the Door of My Lips, Oh Lord"

PRAYER

A prayer for courage and strength to keep from saying unkind words should be given.

VIII. *Testing the chosen outcome*

Refer to Step VIII of the teaching process, page 6.

While the children are at play and work, the chosen outcome may be tested.

IX. *Generalization and stabilization*

The following general principles may be lifted out of the specific situation and may be used by the learner to help him meet similar situations in a Christian way.

1. Do not swear.
2. Talk kindly.
3. Talk politely.

The following furthering activities will aid in the generalization and stabilization of the outcome:

NOTEBOOK WORK

Refer to notebook work, page 10.

CONSTRUCTION WORK

1. The children may make a poster to illustrate the unit.
2. Stories may be illustrated with clay-modeling.
3. Other handwork projects planned by the group which will help to meet their developing needs.

PLAY

Group games and free play with toys will help the children master this unit.

ORIGINAL STORIES

Refer to paragraph on original stories, page 10 of Introduction.

X. *Integration*

Refer to Step X of the teaching process, page 7 of Introduction.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction, and to page 29 of unit, "What Are We Going To Do in Our Vacation Church School?"

AREA: With Other Peoples

UNIT: How Shall We Treat Our Playmates of Different Nationalities?

PURPOSE:

The principal attitude which the teacher will help the learner to develop in this unit is good will. Attitudes which will enter as concomitants are kindness, unselfishness, co-operation, and love.

INTRODUCTORY STATEMENTS

In his school-life and in his play-life the primary child is very likely to face this problem, "How shall I treat my foreign playmates? (or negro playmates as the case may be). Even if in these experiences, he does not have association with children of different races and nationalities, he is doubtless forming attitudes toward and ideas of foreigners and negroes through hearing discussions by older people about race problems and foreign relationships. He may be so guided that the opinions and attitudes which he forms be motivated with Christian principles. It is important that the primary child be led to feel this problem and to interpret and master it in a Christian way.

STEPS IN THE TEACHING PROCESS

Refer to steps in the teaching process, page 3 of Introduction.

I. *Helping the learner to discover the situation*

The teacher may use the following situations

and questions as suggestions to help the learner to discover the situation.

SITUATION I

"Oh Mother, a new boy came in our class today. His name is Carlo and he's Italian. [The name of the boy and the nationality could be changed.] He talks different than we do and he doesn't know much of anything we say to him. He looks different and dresses different and everything. Oh, he's so different from us, Mother," said Gerald.

"How very interesting," said Mother, "Tell me more about this new classmate of yours. What did he do when he was on the playground?"

"Oh, we were playing 'Leap Frog' and he stood around and watched us," said Gerald. "At first, we weren't going to ask him to play with us, and then Jim said, 'Come on! Let's see what he'll do if we ask him.' Bill said, 'I bet he won't know how to play'; and some of them made fun of him."

"Tell me, what did he do? Could he play?" asked mother.

"You bet he could," answered Gerald. "He beat most of us. Jim and Bill and I are going to try and get him on our side."

"Gerald, you said that you thought Carlo was so different from the rest of you. What makes you think so?" asked mother.

SUGGESTIVE QUESTIONS

- a) What do you think Gerald said to his mother?
- b) Do you think that foreign children are so different from us? Why not?
- c) What do you think about the way the boys treated Carlo?
- d) How should we treat our playmates of different nationalities?

SITUATION 2

John, Tom, and Mary were three little negro children who lived on a street where all the other children were white. They played by themselves most of the time for there was no one who wished to play with them. They did not have any place to play but on the sidewalk for there was no big yard with their home.

One day they thought that they would go to play with Kenneth and his little sister. They had a nice big yard with a sand pile in it.

When the three little negro children came to Kenneth's yard, Kenneth said, "You go away, I don't want to play with you." John, Tom, and Mary turned around and slowly started home.

Just then Betty, a new girl in the neighborhood, came out of her home and saw what had happened. She saw the three little children looking at her new sandpile under the elm tree.

SUGGESTIVE QUESTIONS

- a) What do you think Betty did?
- b) What about the way Kenneth treated his colored playmates?
- c) How should we treat our colored playmates?

II. *Defining the problem*

Refer to Step II of the teaching process, page 4 of Introduction.

III. *Searching the past experience of the learner*

Refer to Step III of the teaching process, page 4.

I. Situations.

"Miss Carlson, Tony has a mouth organ," said Jack to his teacher. "Oh, you should hear him play it, too."

"Would you like to play for us, Tony?" asked Miss Carlson.

"Go ahead! Please do!" exclaimed the boys and girls.

Tony very politely said that he would and he played one of his favorite pieces. The children clapped and clapped. "Play another one."

"You know that one you played for me. Well, play that one."

Tony played another song and then another one. How the boys and girls enjoyed them and clapped for more! Tony, too, enjoyed playing for them, for he liked music and he liked to make others happy.

SUGGESTIVE QUESTION

Can you tell about a little foreign playmate who can play, who can sing, who can draw, who can make pretty things, etc?

2. Similar situations which the children bring out of their own experiences.

3. Stories.

Munsell, E. May, in the accompanying child's book:

"Getting Acquainted"

Applegarth, *Primary Missionary Stories*

"How the Artist Forgot Five Colors"

Perkins and Danielson, *The Mayflower Program Book*:

"Illustrated Talk about Children of the Cities," Program 13

Colson, Elizabeth, *Friends of Ours*

Hall, Katherine Stanley, *Children at Play in Many Lands*

4. Bible passages.

"Thou shalt love thy neighbor as thyself,"

Gal. 5:14

"The Golden Rule," Luke 6:31

"A new commandment I give unto you, that ye love one another," John 13:34

“Be ye kind one to another, tender-hearted,
forgiving one another,” Eph. 4:32

V. *Analyzing the situation for possible outcomes*

Refer to Step V of the teaching process, page 5.

VI. *Evaluation and choice of outcome*

Refer to Step VI of the teaching process,
page 5.

Suggestions for the chosen outcome are:

1. Be kind to everybody in school.
2. Love one another in school.
3. Share with all other children in school.
4. Play together in school.
5. Work together in school.

VII. *Appreciation*

STORIES

Same as given under source material.

BIBLE PASSAGES

Same as given under source material.

SONGS

Springer, Blanche D., in the accompanying child's
book:

“Children of Other Lands”

Leyda Publishing Company, *Carols*:

“World Children for Jesus”

Munsell, E. May (used by permission)

“Sharing with Our Neighbors” (Tune, “Oats,
Peas, Beans, Barley”)

Neighbors all in Goodwill's land,
You and I and all the band,
Everyone should offer a hand
For all are nations in this land.

It's no matter what color you are,
Whether you come from near or far,
How you live or what you do
For you need us and we need you.

CHORUS

Sharing with each other,
Sharing with each other,
Go where you will, it's happier so,
Sharing with each other.

PICTURES

"Playing Together," *Picture Stories: Immigrants at Ellis Island*, Perry Pictures Company, No. 7691.

"Children of Many Lands," National Child Welfare Association.

"Negro Neighbors," Picture Sheet Series, Missionary Education Movement.

"The Hope of the World," Copping.

PRAYER

I praise Thee, Father for the light
O bless me, keep me in Thy sight;
That wheresoever I may go
Thy loving kindness I may know.

If there be sorrow anywhere,
Or little children knowing care,
O Thou, who art the children's Friend,
Some new, undreamed-of gladness send.

Help me to live throughout this day
In such a simple childlike way,
That joy to others I may bring,
And have no fear of anything.

—LAWSON

Davis, Ozora S., "At Mother's Knee" (Abingdon Press Series; used by permission).

A prayer of gratitude and for guidance in being kind and loving to children of different nationalities should be given.

VIII. *Testing the chosen outcome*

Refer to Step VIII of the teaching process, page 6.

IX. *Generalization and stabilization*

The following general principles may be lifted out of the specific situation and may be used by the learner to help him meet similar situations in a Christian way.

1. Be kind to everybody.
2. Love one another.
3. Share with all other children.
4. Play together.
5. Work together.

The following furthering activities will aid in the generalization and stabilization of the outcome:

NOTEBOOK WORK

Refer to notebook work, page 10.

CONSTRUCTION WORK

1. The children may make a poster to illustrate the unit.
2. They may also make costumes and stage properties for dramatization.

DRAMATIZATION

Refer to paragraph on dramatization, page 10 of Introduction.

PLAY

Refer to paragraph on play, page 8 of Introduction.

ORIGINAL STORIES

Refer to paragraph on original stories, page 10 of Introduction.

PARTY OR PICNIC

1. If there are children of different nationalities or races in the church school, a class party or a class picnic will further the mastery of this unit.
2. If there are no children of different nationalities or races in the church schoolroom, the class may give a picnic or party, inviting some foreign playmates.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

X. Integration

Refer to Step X of the teaching process, page 7 of Introduction.

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction, and to page 29 of unit, "What Are We Going To Do in Our Vacation Church School?"

AREA: The Church School

UNIT: How Has Vacation Church School Helped Us?

PURPOSE:

The principal attitude which the teacher will help the learner to develop in this unit is love. Attitudes which will enter as concomitants are obedience, unselfishness, co-operation, courtesy, helpfulness, fair play, self-control, clean speech, and reverence.

INTRODUCTORY STATEMENTS

This unit is to help the learner to realize the things which he has discovered while in vacation church school, in regard to living together in a Christian way.

The unit is one which would naturally arise as the time draws near to close the vacation church school, for from the first day the children had a very definite purpose for attending, namely, "To learn to live together in the Christian way."

It is suggested that the last two or three days be spent in the mastery of this unit. The primary children will doubtless take part in the final program which is usually given at the close of the vacation church school. Their part in this program could be a demonstration of the ways in which the vacation church school has helped them. This program would help in furthering the mastery of the unit.

STEPS IN THE TEACHING PROCESS

Refer to steps in the teaching process, page 3 of Introduction.

I. Helping the learner to discover the situation

Talking over the immediate situation, nearing the close of vacation church school, and a program will help the learner to discover the situation. The following conversation may be suggestive to the teacher:

Teacher: Do you think vacation church school has helped you?

Learner: Yes.

Teacher: How has it helped you? This is another problem. Tell me how we should word our new problem.

II. Defining the problem

Refer to Step II of the teaching process, page 4 of Introduction.

III. Searching the past experience of the learner

Refer to Step III of the teaching process, page 4.

IV. Searching source material

1. Stories.

Munsell, E. May, in the accompanying child's book:

"The Kingdom of Love"

2. Bible passages.

All the of Bible passages studied and memorized during vacation church school will help further the mastery of the unit.

V. Analyzing the situation for possible outcomes

Refer to Step V of the teaching process, page 5.

VI. Evaluation and choice of outcome

Refer to Step VI of the teaching process, page 5. Suggestions for the chosen outcome are:

1. Love one another.
2. Say kind words.
3. Everybody help.
4. Be polite.
5. Share your toys.
6. Pray to God.

VII. *Appreciation*

STORIES

Same as suggested under source material.

BIBLE PASSAGES

Same as suggested under source material.

SONGS

Springer, Blanche D., in the accompanying child's book:

"The End of School"

All of the songs learned during vacation church school will help to further the mastery of the unit.

PICTURES

All the pictures studied during vacation church school will help to further the mastery of the unit.

PRAYER

A prayer of gratitude for the opportunity to attend church school and for strength and courage to live together in a Christian way.

VIII. *Testing the chosen outcome*

Refer to Step VIII of the teaching process, page 6.

IX. *Generalization and stabilization*

The teacher and children may talk over all of the general principles of living which they have

discovered. From these general principles, the children may select and formulate principles which may be used by the learner to help him meet in a Christian way situations which he meets.

NOTEBOOK WORK

Refer to notebook work, page 10.

CONSTRUCTION WORK

1. A poster to illustrate this unit may be made.
2. The children may make costumes and stage properties for dramatization.

PLAY

Refer to paragraph on play, page 8 of Introduction.

DRAMATIZATION

Refer to paragraph on dramatization, page 10 of Introduction.

ORIGINAL STORIES

Refer to paragraph on original stories, page 10 of Introduction.

A FINAL CHURCH SCHOOL PROGRAM

The primary children may take part in this program, telling others how vacation church school has helped them.

The following furthering activities will aid in the generalization and stabilization of the outcome:

X. *Integration*

Refer to Step X of the teaching process, page 7 of Introduction.

PRACTICE

The children should be led to practice the outcome in out-of-school situations.

PLANS FOR CLASS SESSIONS

Refer to page 16 of Introduction, and to page 29 of unit, "What Are We Going To Do in Our Vacation Church School?"

APPENDIX

- I. Stories by E. MAY MUNSELL, in the accompanying child's book, *My Book*:
 1. Learning about God
 2. Brothers Who Could Not Play Together
 3. Sharing
 4. Rules That Helped
 5. A Lunch Basket
 6. Everybody Helped
 7. Helping To Keep the World Beautiful
 8. Talking to God
 9. A Fable about Not Playing Fair
 10. It Takes Two To Quarrel
 11. Two Tongues
 12. Getting Acquainted
 13. The Kingdom of Love
- II. Stories by J. MARIE LEBERMAN, in the accompanying child's book, *My Book*:
 1. How a Boy Became King
 2. How Betty Learned To Be Happy
 3. A Little Brown House
- III. Story by FAITH BUSHNELL, in the accompanying child's book, *My Book*:
 1. A Little Gardener
- IV. Songs by BLANCHE D. SPRINGER, in the accompanying child's book, *My Book*:
 1. Vacation School
 2. Playing Together
 3. Toys
 4. Happy and Gay
 5. My Puppy Dog
 6. Sunbeams

7. Picnic Time
8. A Happy Home
9. Our Park
10. A Garden
11. Flowers Gay
12. Happy Thoughts
13. Our Prayer
14. The Yellow Dandelion
15. Quarreling
16. Help My Tongue
17. Children of Other Lands
18. The End of School
19. Good Morning
20. Good-bye
21. Thank You

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